DOCUMENT RESUME

ED 286 398 HE 020 637

AUTHOR	Clark, Miriam B., Ed.; And Others
TITLE	Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership.
INSTITUTION	Center for Creative Leadership, Greensboro, N.C.
PUB DATE	87
NOTE	457p.
AVAILABLE FROM	Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402-1660 ($54.00).
PUB TYPE	Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Annotated Bibliographies; Audiovisual Aids; *Consultants; *Courses; Higher Education; Information Sources; *Leaders Guides; *Leadership Training; *Organizations (Groups); Program Descriptions; Publications; *Resource Materials; Specialists

ABSTRACT

A resource guide for those who want to promote the study or development of leadership is presented. Section A provides a selected sample of 101 course and program descriptions submitted by teachers or program directors. This section includes reading lists and texts. Section B is a bibliography of books, articles, reports, and reference materials related to leadership and leadership education. Most of the material is annotated. Section C consists of an annotated list of films and videos; a distributor list with addresses; and a list of resources useful in identifying, locating, and acquiring films and videos. Section D contains items and articles that go beyond the usual content of instructional plans. They suggest ways of articulating various parts of courses and programs and thinking about new and provocative ideas in leadership studies. Section E is a list of respondents to a survey who indicated that they would be willing to serve as resource persons for the community of leadership educators. The list is current as of January 1987. Section F identifies some of the organizations interested or involved in leadership. Finally, there is an index to courses and collectibles. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED286398

LEADERSHIP EDUCATION '87
A Source Book

For those planning programs and teaching courses in leadership

Edited by
Miriam B. Clark, Frank H. Freeman, & Sara K. Britt

CENTER FOR CREATIVE LEADERSHIP®

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Center for Creative Leadership
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Center for Creative Leadership
5000 Laurinda Drive, Post Office Box P-1
Greensboro, North Carolina 27402-1660
(919) 288-7210

HE 020 637

BEST COPY AVAILABLE

INTRODUCTION

Leadership Education '87 is broader in scope and different in content from the Source Book published in 1986. The '86 edition was targeted specifically at those who were offering or planning courses and programs in leadership education in institutions of higher education. It became clear almost as soon as the book circulated that it was a valuable resource. There were many who wanted to know more about what was being offered in leadership development outside traditional colleges and universities. Users indicated also that they were adapting existing materials to their needs and would appreciate a selective list of resource persons with whom they could communicate. Since it was our intent not only to extend the base of those interested in leadership development but to generate innovative ideas about education in this area, we welcomed the opportunity to incorporate the suggestions and contributions of a wider audience. Therefore, Leadership Education '87 is intended for use by all who are committed to the study or development of leadership in its many aspects.

The looseleaf form has been maintained, since it continues to be a handbook for reference, for adaptation, for addition and deletion, and for personalization. Its pages are not intended to be kept in perfect order; the page numbering is intended for collation in our printroom and to simplify the use of the indices. Go ahead, cut, paste and put together a form most useful for you! Extra tabs have been included so that you can put your own program, your own courses, and your own notes into the binder.

We have prefaced each section with a table of contents and a brief message to tell you our intent. But it is your book now. Every contributor has put a little of him or herself into the material represented and you are invited to reframe it to fit your style. The field of leadership education is not so stabilized that you need to worry about having destroyed its basic tenets by adding your creative thinking to it. You may take the opportunity to share your thoughts with others; your contribution may be of greater significance than you could have imagined.

We ask again for your evaluations of the courses you teach, of the films, books, and articles you utilize. The bibliography and films (Sections B and C) are annotated, but we need to know whether you agree or disagree with the choice of materials. If you put together a new course that is receiving rave reviews, let us know so that we can inform others about your success. If you have been evaluating your program for a significant period of time, and have collected data that will be enlightening to others, let us know so that we can circulate the news.

If you are not a contributor to this book and believe that your work should be included, inform us so that we can determine the time and format for a new edition. If your name is not on our Resource Persons list (Section E) and you would like to be part of the network, please ask us to place your name on the list.

The Collectibles section has been retained because it is a natural place to present materials that are not syllabi or program descriptions but are closely related to the educational process and studies in leadership. We welcome your comments about it.

CONTENTS

A. **Courses and Programs** -- A sampling of courses and programs in leadership studies and development (arranged alphabetically by name of contributor.)

B. **Bibliography** -- A list of books, articles, and reference sources, most annotated, pertaining to leadership.

C. **Films and Videos** -- An annotated list of films and videos for possible use in leadership courses.

D. **Collectibles** -- Essays and articles of interest for those concerned with leadership studies.

E. **Resource Persons** -- An alphabetical listing by name, address and institution of those contributors, presenters, and conference participants who have indicated their willingness to serve as resource persons. Communication with those whose materials are published in the Source Book but who are not listed may be arranged by calling the Center for Creative Leadership at (919) 288-7210, ext. 266. Also for regional use, a listing of these resource persons by state, followed by foreign countries.

F. **Resource Organizations** -- An incomplete alphabetical list of organizations with interest in leadership studies and activities.

G. **Index** -- Includes certain cross-indexed lists of items appearing in the Source Book as well as lists of additional materials available from the Center for Creative Leadership and information about ordering them.

THE CENTER FOR
CREATIVE LEADERSHIP

The Center for Creative Leadership is a nonprofit educational institution founded in 1970 in Greensboro, North Carolina.

Our mission is to encourage and develop creative leadership and effective management for the good of society overall.

We accomplish our mission through research, training, and publication with emphasis on the widespread, innovative application of the behavioral sciences to the challenges facing the leaders of today and tomorrow.

OUR VALUES

Our work should serve society.

We expect our work to make a difference in the quality of leadership in the world. To that end, we try to discover what is most important to do, and focus our resources for the greatest, most enduring benefit. In doing this we continually remind ourselves of the inherent worth of all people. We consider it our responsibility to be attentive to the unique needs of leaders who are women or members of minorities.

To make a difference in the world and to turn ideas into action, we must be pioneers in our field, contributors of knowledge, creators of solutions, explorers of ideas, and risk-takers in behalf of society.

Our mission and our clients deserve our best.

We expect our service to our clients to be worthy, vigorous, resourceful, courteous, and reliable. In the pursuit of our mission, we intend to be a healthy, creative organization with the financial and inner resources needed to produce our best work.

We require ourselves to abide by the highest professional standards and to look beyond the letter of professional guidelines to their spirit. This includes being forthright and candid with every client and program participant, scrupulously guarding the confidentiality of sensitive personal and organizational information, and truthfully representing our capabilities to prospective clients.

Our organization should be a good place to work.

To demand the best of ourselves, and to attract, stimulate, and keep the best people, we believe we must make an environment that will support innovation, experimentation, and the taking of appropriate risks. As an organization we should prize the creative participation of each member of our staff. We should welcome the open exchange of ideas and foster the practice of careful listening. We have a duty to encourage actively the personal well-being and the professional development of every person who works here. Therefore, we should maximize for each person the authority and responsibility to continue to make an ever greater contribution. Our policies should be implemented sensitively and consistently.

We should do our work with regard for one another.

We recognize the interdependence of everyone who works here, and we treat one another with respect, candor, kindness, and a sense of the importance of teamwork. We should foster a spirit of service within the staff so that we may better serve the world at large.

H. SMITH RICHARDSON'S VISION

In 1907, when H. Smith Richardson joined his father's business as sales manager, Vicks Family Home Remedies could not be bought outside of Greensboro, North Carolina, and the small company's capital was nearly exhausted. "Drop every product except for the mentholated ointment," he persuaded his father, "and rename that product Vicks VapoRub." With one bold move he had found the right direction.

By 1929, using techniques of advertising and sampling that he pioneered, Smith Richardson extended Vick Chemical Company markets throughout the U.S. and into many countries overseas. With that achieved, he turned over the presidency of the company to his younger brother and set his vision on an even more challenging objective: "To build an enduring enterprise... which will maintain payrolls...and dividends...throughout future decades and generations--despite wars, depressions and the effects of time."

Enterprises fail, he deduced, because the management group, in time, "loses the ability to recognize and adjust...to new and changing conditions...." The antidote to this was the infusion of outstanding young managers with "minds that do cross-country thinking." By this he meant innovative minds, whose "presence in an enterprise in positions of sufficient authority means all the difference between survival and ultimate destruction."

In 1935, Smith Richardson established the Richardson Foundation. Through the years, the issue of creativity, never far from Richardson's thoughts, became increasingly the focus of the Foundation's work. Along with creativity, the issue of management potential also took root and a synthesis of these two areas began to manifest itself. By 1968, the Foundation could state as its overall objective:

> To make the Richardson Foundation the leading center of knowledge and application for the identification and development of creativity and leadership.

In 1970, under the guidance of his son, H. Smith Richardson, Jr., the Foundation's programs in creativity and leadership were consolidated into a separate institution, the Center for Creative Leadership.

H. Smith Richardson died in 1972 at the age of 86. His epitaph is a summation of his life: "Ideas into action." No words could better describe what the Center for Creative Leadership is all about.

About the Editors

Miriam B. Clark, Consultant to the Center for Creative Leadership, is retired from the College of Arts and Science, University of Rochester where, as the Associate Dean, she was responsible for undergraduate curriculum, academic advising, and student progress toward degrees.

Frank H. Freeman, the Library Director at the Center for Creative Leadership, actively manages an excellent library with computer access to many of the relevant collections on leadership in the country. His knowledge of films and bibliographic materials in the leadership field is extensive and widely recognized.

Sara K. Britt, Program Associate in The Education and Nonprofit Sector area at The Center for Creative Leadership, is an instructor in leadership development and team building workshops for school executives. She is program coordinator for the 1987 Leadership Education Conference.

ACKNOWLEDGEMENTS

Our gratitude:

To all the Professors, Deans, Directors, Teachers, Facilitators, Presidents, Principals, Coordinators, Provosts and Trainers, many of whose well thought out syllabi, program descriptions, and ideas contributed to this book, whose dedication to leadership education make them leaders in this field.

To the participants and presenters at the Leadership Education Conferences 1983, 1984, 1985 and 1986 whose contributions of ideas and materials and insistent demands for more information about "what is going on out there?" made the production of the Source Book a necessity.

To Lt. Col. Robert Gregory whose 1985 survey of leadership courses and programs in higher educational institutions launched this project.

To so many of the Staff at the Center for Creative Leadership for all their help, especially to Gail Malloy who is uncanny in her ability to unscramble scribbles and produce copy for the Source Book and Eric Houseknecht for preparing the annotations, Jo-Anne Hand, Carol Keck, Joanne Ferguson, and Sarah Tucker and our Print Room staff.

To Kenneth E. Clark, Smith Richardson Senior Scientist and Past President of the Center for Creative Leadership, who chaired the 1983 and 1986 Leadership Education Conferences and staunchly supported the idea that a survey of leadership in higher education be conducted and that a source book for use by those engaged in the teaching be published.

To Walter Ulmer, President of the Center for Creative Leadership, whose enthusiasm about expanding excellent leadership education and communicating widely what is happening in the field made this project possible.

7

COURSES AND PROGRAMS

This section of the Source Book reproduces a selected sampling of course and program descriptions submitted by teachers or program directors. They have been edited to reduce length and to fit a common format. Materials are arranged alphabetically by the name of the contributor. Each of these persons is engaged in endeavors to study leadership, to develop potential leaders, or to increase the body of knowledge about leadership. Section E, The Resource Persons List, includes their names and those of others who have indicated interest in this field. Addresses and telephone numbers are provided. These are the persons with whom you should communicate when you have questions about what you find here or when you want to discuss your own work and teaching.

Use these materials as you would a library--browse! Find what strikes you as enlightening and interesting and use it. What is clearly of little value to you--disregard! Thought was given to providing a pre-sort of these descriptions according to various types of programs but to have set up some prejudged categories would have been unfair to those who submitted them. Besides--sorting for your own purposes will be more useful to you.

Even so, we do have some suggestions for finding your way through this section of the Source Book and using these samples of courses and programs:

> Consider the various components of these descriptions as targets for your consideration even if the whole piece is not quite what interests you.
>
> Pay attention to the ideas expressed without regard to the level of study to which they pertain or the institution sponsoring them. They may work for you as well.
>
> Think about the ways you can apply or adapt certain units to your course or the plans you are constructing.
>
> Review the statements of objectives and compare them to your own. What are you trying to accomplish?
>
> Analyze your own skills and capabilities and styles of teaching while you read about the teaching methods and syllabi of others.
>
> Study the reading lists and texts, familiarize yourself with them and determine whether you can use them productively.
>
> Check the Table of Contents of this section. Each piece is highlighted by a phrase or two that could speed up your search for ideas.
>
> Note a theme running through many courses and programs having to do with attendance and active participation. Missing classes, late arrivals, delay in submitting assignments, and failure to take part in discussions have become costly factors not only in determining grades but also in evaluating leadership development in students.

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Altschuler, Stanley J.	Internat'l Leadership Center	Dallas, TX
A fully funded summer program for college students who have completed the junior year to prepare them for leadership responsibilities.		
Bailey-White, Betty Ann	Center for Creative Leadership	Greensboro, NC
A computer simulation in which the individual and the group interact to bring a product to market in a competitive environment.		
Bass, Bernard	SUNY, Binghamton	Binghamton, NY
A four credit graduate-undergraduate course dealing with supervision and leadership using Bass' text.		
Beardsley, Stephanie A.	Univ. of Cal. at Davis	Davis, CA
A college program adapted from industry using the "assessment center" to identify leadership talent.		
Bergher, Karen	Cypress College	Cypress, CA
A community college course in leadership development as a student activities function.		
Blezek, Allen G.	Univ. of Nebraska	Lincoln, NE
Two year leadership program for young agriculturalists who are committed to becoming spokespersons for Nebraska agriculture.		
Boatman, Sara A.	Univ. of Nebraska	Lincoln, NE
A college course to develop life skills for leadership in volunteer organizations.		
Bogue, Grady	LSU, Shreveport	Shreveport, LA
A college course to identify and deal with the dilemmas of leadership within organizations.		
Boyd, Stephen	Washington Leadership Inst.	Seattle, WA
A summer program for high school leaders focusing on civic awareness and involvement.		
Bretheim, Ruth A.	St. Olaf College	Northfield, MN
A multi-faceted program by student life staff to train and develop student leaders.		

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

<table>
<tr><th>CONTRIBUTOR</th><th>INSTITUTION</th><th>LOCATION</th></tr>
<tr><td>Brown, Patrick/
Rice, Kathleen</td><td>Univ. of Vermont</td><td>Burlington, VT</td></tr>
<tr><td colspan="3">Student affairs division offering a comprehensive program in leadership development.</td></tr>
<tr><td>Brown, Richard</td><td>Auburn Univ.
School of Education</td><td>Montgomery, AL</td></tr>
<tr><td colspan="3">A graduate course in leadership in educational administration.</td></tr>
<tr><td>Butler, Ronald C.</td><td>N.C. State University</td><td>Raleigh, NC</td></tr>
<tr><td colspan="3">Forty-one, three-hour non-credit leadership learning modules for undergraduate students.</td></tr>
<tr><td>Callahan, Mary Beth</td><td>U. of Cal. at Santa Barbara</td><td>Santa Barbara, CA</td></tr>
<tr><td colspan="3">An undergraduate course in the theoretical and practical aspects of leadership taught by the staff of the student activities center.</td></tr>
<tr><td>Carlsen-Jones, Christine</td><td>Univ. of Michigan</td><td>Ann Arbor, MI</td></tr>
<tr><td colspan="3">Two courses in leadership, one for all undergraduates, the other for juniors and seniors with leadership responsibilities.</td></tr>
<tr><td>Chambers, Glen A.</td><td>Catonsville Comm. College</td><td>Baltimore, MD</td></tr>
<tr><td colspan="3">Leadership workshops and a course for undergraduates in leading small groups.</td></tr>
<tr><td>Christ, Jack M.</td><td>Ripon College</td><td>Ripon, WI</td></tr>
<tr><td colspan="3">An interdisciplinary academic program and a Leadership Institute devoted to research, organizations, and production of educational materials.</td></tr>
<tr><td>Clover, Bill (Lt. Col.)</td><td>U.S. Air Force Academy</td><td>Colorado Springs, CO</td></tr>
<tr><td colspan="3">Development of leadership abilities as a part of the general program at the Academy</td></tr>
<tr><td>Coleman-Boatwright, Patrice</td><td>Trenton State College</td><td>Trenton, NJ</td></tr>
<tr><td colspan="3">A leadership program for students, their organizations, advisors, and faculty.</td></tr>
</table>

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Conyers, Julie	Univ. of Texas	El Paso, TX
A system of workshops, retreats, seminars, and self-based learning experiences to foster student leadership, run by the Division of Student Affairs.		
Cowher, Salene	Queens College	Charlotte, NC
An undergraduate career-oriented leadership training program for women, including a leadership internship.		
Cronin, Thomas E.	Colorado College	Colorado Springs, CO
This course develops and encourages a better understanding of power, leadership, and governance in the U.S.		
Cross, William M.	Onondaga Comm. College	Syracuse, NY
An experiential credited course exploring the psychological perspectives of leadership and work.		
Curran, Donald J. (Cmdr.)	U.S. Naval Academy	Annapolis, MD
Description of leadership development in the academic program and in daily routine.		
Decker, Larry E.	Univ. of Virginia	Charlottesville, VA
An interdisciplinary approach to developing a broad knowledge base essential to educational leadership.		
Drury, Jack K.	Wilderness Educ. Assoc.	Saranac Lake, NY
A program to develop outdoor leaders and wilderness skills.		
Easton, Edward	Nat'l Wildlife Federation	Washington, DC
A brief description of the leadership development program of the nation's largest conservation organization.		
Feinberg, Richard	Purdue University	West LaFayette, IN
The class becomes an organization and learns about leadership.		
Fenn, Robert S.	The Travelers Educ. Ctr.	Hartford, CT
A research-based continuum to build management skills in three areas: Strategic and Tactical; Information and Resources; and Performance and People.		

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION	
Fillinger, Robert E.	Gordon-Conwell Theol. Sem.	South Hamilton, MA	Introducing leadership concepts and improving skills of Christian leaders.
Ford, Michael	Wake Forest University	Winston-Salem, NC	To develop leadership and communication skills for the effective management of campus organizations.
Giuliano, Neil G.	Arizona State Univ.	Tempe, AZ	For greater understanding of leadership in a variety of situations and a description of the student leadership scholarship program.
Hall, Marsha Paur	Rensselaer Polytechnic Institute	Troy, NY	A pre-professional training program for a highly select group of science and engineering students who have demonstrated leadership and managerial skills.
Hammerschmidt, Peter K.	Eckerd College	St. Petersburg, FL	A three week course to develop student's leadership abilities and potential emphasizing creativity.
Handy, Raymond T.	Tuskegee University School of Education	Tuskegee, AL	Community leadership and its application to various situations in educational development.
Harshbarger, Bruce	U. of N.C., Greensboro	Greensboro, NC	A fellowship grant from the Office of Dean of Students for semester-long non-credit course to develop a sense of direction in co-curricular endeavors, also other short courses and seminars.
Harvey, Thomas R.	University of La Verne	La Verne, CA	A leadership course in a doctoral program in educational management.
Hawkins, Gerald G.	N.C. State University	Raleigh, NC	A leadership development program for selected sophomore undergraduates.

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION	
Heifetz, Ronald	Harvard University J.F. Kennedy Sch. of Gov.	Cambridge, MA	Three courses described: 1) an interdisciplinary course on the meaning and development of leadership 2) clinical training to investigate one's own efficacy as a leader 3) a course for students in "running for office".
Hill, William	Bryant College	Smithfield, RI	Leadership viewed from a multidisciplinary perspective in a course for undergraduates.
Hodges, James A.	College of Wooster	Wooster, OH	An interdepartmental seminar as part of a college program in leadership.
Hodson, Paul R. (Cmdr.)	Univ. of South Carolina	Columbia, SC	Two leadership and management courses designed for senior year midshipmen in a four-year NROTC curriculum.
Holm, Carl	Northern Michigan Univ.	Marquette, MI	An incremental program in undergraduate leadership development using a co-curricular transcript and awarding intern scholarships.
Holmes, Lorene B.	Jarvis Christian College	Hawkins, TX	A description of the Black Executive Exchange Program and this college's involvement in it.
Huie, John C.	NC Outward Bound School	Morganton, NC	Outdoor wilderness experience focusing on personal growth, service to others and physical preparedness.
Isaksen, Scott G.	SUNY, Buffalo	Buffalo, NY	An undergraduate minor and an M.S. degree for study in Creativity and Innovation focusing on creative leadership.
Jerus, Robert	Northwestern College	St. Paul, MN	A course examining the leadership function in different organizations in a college committed to Christian education.

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Karris, Lambros O.	Husson College	Bangor, ME
A review of the essentials of effective leadership in a graduate management seminar.		
Karvonen, Joanne	Augsburg College	Minneapolis, MN
An M.A. program in leadership.		
Kornacki, John J.	Nat'l Ctr. for Food & Agri. Policy-Resources For The Future	Washington, DC
A description of the programs, objectives, and fellowships of the National Center for Food and Agricultural Policy and its relationship to Resources for the Future.		
Kraemer, Charles P.	LaGrange College	LaGrange, GA
A multi-disciplinary leadership development certificate program both curricular and co-curricular.		
Levenson, Russell, Jr.	Birmingham-Southern College	Birmingham, AL
A leadership program for high-school sophomores and juniors offered by the college. Also a credited administrative internship program for undergraduate college students.		
Lindsey, Randall B.	California State Univ.	Los Angeles, CA
A course in the M.A. degree in educational administration introducing students to theories, research and behaviors of school leadership.		
Lott, Marilyn	Arizona Western College	Yuma, AZ
An introduction to leadership skills--an undergraduate course.		
Luzkow, Virginia	Marycrest College	Davenport, IA
Leadership development applied to a student work program involving students in the management of their communities.		
Mabey, Cheryl	Mount St. Mary's College	Los Angeles, CA
Describing courses in leadership and the foundation for a minor in leadership at an undergraduate college.		

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Magolda, Peter/ Nault, Richard	Miami University	Oxford, OH
Leadership development for undergraduates offered by Student Life staff.		
Marin, Laddie, Jr.	Univ. of Southern Colorado	Pueblo, CO
Compares and contrasts management and leadership.		
Martens, Larry	Mennonite Brethren Bibl. Sem.	Fresno, CA
Theology and the practice of leadership in the local church.		
McDonough, Patrick D.	W.K. Kellogg Foundation	Battle Creek, MI
A national fellowship program to provide selected individuals with opportunities and experiences to develop a global or broadly oriented perspective on human and social issues.		
McIntire, David	Appalachian State Univ.	Boone, NC
Combines the theoretical base and the practicum to meet the needs of undergraduate student leaders.		
Meadows, Dennis	Dartmouth College	Hanover, NH
A simulation designed for use with corporate and public managers and university students to develop analytical and management skills.		
Medinger, Fred	College of Notre Dame	Baltimore, MD
A graduate program offered on weekends to develop competent administrators in many different types of organizations.		
Mighton, Pat	Ontario Adv. Agricultural Leadership Program	Guelph, Ontario
For adults--to increase awareness of Ontario, Canada's agricultural industry in relation to the national and international community.		
Miller, Thomas E.	Canisius College	Buffalo, NY
Psychology, student life, and management combine to teach a course for students in or aspiring to leadership.		

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Morton, David L.	Wm. F. Bolger Management Academy - U.S. Postal Service	Potomac, MD

A one week course focusing on developing interpersonal and behavior skills needed by mid-level managers.

Neuschel, Robert	Northwestern University	Evanston, IL

A broadly conceived course to stimulate thinking about leadership.

Norton, Steven D.	Indiana University	South Bend, IN

Focuses on the process of management, uses three or four person teams, taught as a simulation.

O'Connell, Tom	Metropolitan State Univ.	St. Paul, MN

A course on the theory and practice of leadership especially community leadership.

Paris, Grace Lamacchia	Pace University	Pleasantville, NY

A two year, upper-division co-curricular leadership development program open to twenty undergraduate students.

Paterson, Jan	Texas A&M University	College Station, TX

Leadership development in a multi-faceted program sponsored by the Department of Student Activities.

Payne, Bruce L./ Ott, John G.	Duke University	Durham, NC

A leadership program as part of an undergraduate major in the Institute of Policy Sciences and Public Affairs.

Petty, M. L.	U. of N.C., Asheville	Asheville, NC

A course in individual and group dynamics as well as a leadership program for faculty, staff and students.

Pilch, Judith T.	Western Carolina Univ.	Cullowhee, NC

A residential (three week) summer program to develop leadership, thinking, and communication skills in North Carolina students, 7-12th grade, especially those living in rural areas.

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Pounds, Augustine	Iowa State University	Ames, IA
A leadership intern program for undergraduates, especially for freshman and sophomore students who are not involved in leadership positions but would like to develop their potential.		
Prendergast, Patricia J.	North Adams State Col.	North Adams, MA
An undergraduate course in leadership.		
Preston, Joanne C.	Univ. of Richmond	Richmond, VA
An introduction for undergraduates to theory, practice, skills and research in leadership, with a brief evaluation of the course.		
Prince, Howard T./ Forsythe, George	U.S. Military Academy	West Point, NY
A leadership curriculum--study and practice.		
Prusinowski, William	Syracuse University	Syracuse, NY
An Office of Student Leadership administers a program involving faculty to develop student leadership abilities on campus and in the community.		
Renneisen, Charles M.	Univ. of Tennessee	Chattanooga, TN
A professor of English, the Vice Chancellor of Student Affairs, and a professor of Education offer a course in leadership development.		
Rieck, Robert E.	Univ. of Wisconsin	Madison, WI
A two year leadership development program for young leaders (25-45 years old) from rural areas to learn new perspectives of major societal issues.		
Ritter, Debora A.	Univ. of South Carolina	Columbia, SC
Theoretical base and experiential exercises to develop leadership skills.		
Roberts, Dennis C.	Southern Methodist Univ.	Dallas, TX
A course for undergraduates in leadership development for use on campus and beyond.		

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Roberts, James S.	Air Force ROTC	Maxwell A.F. Base, AL
A description of the leadership program offered on college campuses based on Air Force requirements.		
Salem, Greta/ O'Brien, Kathleen	Alverno College	Milwaukee, WI
Leadership education and its implementation in the general education curriculum and in two departmental programs.		
Sanderson, Donald R.	Oregon State Univ.	Corvallis, OR
Student Services and Political Science Dept. cooperate to develop greater understanding of governance and management for undergraduate student leaders.		
Shandley, Thomas C./ Millhone, Kirk	Univ. of Minnesota	Minneapolis, MN
A frequently evaluated leadership development program for undergraduates using assessment, contractual agreements, mentors, a variety of workshops, and student organizations as leadership laboratories. Also a high school leadership institute is described.		
Shapiro, George	Univ. of Minnesota	Minneapolis, MN
An undergraduate course examining Leadership/Followership and management communications functions, structures and processes.		
Shapiro, Nancy	Rochester Institute of Technology	Rochester, NY
Four sessions covering many topics of importance in leadership studies for undergraduate students.		
Shively, Robert W.	Wake Forest University	Winston-Salem, NC
"Self Management" used as an organizing theme in an M.B.A. program.		
Smith, Keith L.	Ohio State University	Columbus, OH
Theory and practice of leadership in an agricultural setting.		
Smith, Kenneth G.	Univ. of Maryland	College Park, MD
A course for the M.B.A. to study persons in top leadership roles in different kinds of organizations.		

18

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	**INSTITUTION**	**LOCATION**
Steckler, Melvin	Wake Forest University	Winston-Salem, NC
A graduate course in leadership theory and research and its interpretation on scientific and managerial grounds.		
Thompson, John M.	Culver Academies	Culver, IN
Leadership development at the high school level.		
Thompson, Warren K.	Lebanon Valley College	Annville, PA
A scholarship program and multidisciplinary education for leadership within the context of a liberal arts program and career preparation.		
Warwick, Ron	Nat'l College of Education	Evanston, IL
A graduate program in leadership education to meet the needs of the public schools.		
Watson, Eugene R.	UNC, Chapel Hill	Chapel Hill, NC
Graduate course in education to develop understanding of organizational leadership and change concepts and their integration in practice.		
Wharton, Keith	Univ. of Minnesota	St. Paul, MN
A course in the College of Agriculture devoted to learning about leaders and leadership.		
Whitney, Connie	Strategic Leadership Consulting	Los Angeles, CA
A course focusing on creative and effective leadership for organizational action.		
Williams, J. Clifton	Baylor University	Waco, TX
Seminars in leadership and professional development, including real life simulations, taught by the faculty and administration of the School of Business.		
Wolf, Cynthia A.	UNC, Chapel Hill	Chapel Hill, NC
A four year undergraduate leadership development program for 20-25 selected Fellows as well as a sophomore level course.		

LEADERSHIP AMERICA

Leadership America is a national leadership development program for college students who have completed the junior year of undergraduate studies. Each summer beginning in 1987, at no cost to them or to their colleges, fifty outstanding men and women from campuses across the country will be selected to spend ten weeks strengthening their leadership skills.

The objective of the program is to prepare students to accept major leadership responsibilities earlier in their careers and to handle them more effectively. Their efforts should have a multiplier effect as they demonstrate effective leadership and motivate others to assume leadership roles on campus and in business, government, and the community.

The program will train young men and women to be prepared for a new era in leadership. They will be self-confident; they will know themselves; they will understand how leadership functions in a group setting; they will have an international perspective and will be comfortable with technological change.

Leadership America consists of a five-week formal session, an internship and a graduation session. It combines the best of proven leadership programs with several innovative features.

It will concentrate on self-understanding at the Center for Creative Leadership in Greensboro, North Carolina where the Leadership Development Program is the best course available for self-assessment. With the help of trained professionals, students will learn how to function in a leadership situation, expanding self-awareness, and becoming alert to individual strengths and weaknesses.

The second week will be spent in the Rocky Mountains. Here, in the Executive Development Program run by Outward Bound, leadership will be practiced in an outdoor setting resolving problems as members of small groups, having fun, getting to know one another and honing leadership skills. The result will be greater knowledge and appreciation of the group process, plus growth in self-confidence.

The program then moves to Dallas, Texas for three weeks. This phase includes interaction with guest leaders from business, government and community service learning leadership from the leader's perspective-the risks, the costs, the benefits; development of international awareness with experts from around the world describing global interdependences that are developing and that will affect career goals; look into the future with experts in biogenetics, telecommunications, and space who will share their perspectives on developments in these technologies including the ethical and leadership issues raised by these changes.

After the five week formal session, the next four and one-half weeks will be a self selected internship in government, business, or community service enabling practice and study about leadership with a leader.

In late August, the group will reconvene in Washington, D.C. to review internships, report on group projects and evaluate the summer-long program.

To be eligible for selection to Leadership America, participants must satisfy these requirements: 1. Currently matriculated in a four-year undergraduate program at an accredited institution of higher education having completed the junior year of undergraduate studies before June 12, 1987 ("junior" means having completed credit hour equivalent of more than 2 1/2 years and less than 3 1/2 years of an undergraduate program). 2. An application form must be procured from the representative designated by the school and completed by the date specified. 3. Prepared to participate in all phases of the program, beginning June 12th and ending August 22, 1987 including Outward Bound. Those handicapped should advise the program at the time of application.

Application forms must be received in Dallas, Texas before April 1, 1987. Forms completed and received earlier than this date will be processed and accorded early acceptance where appropriate.

Selection of Leadership America participants will be made by independent panels evaluating each application received. The primary criterion for selection is "outstanding potential for leadership." Potential may have been demonstrated through active leadership roles on campus or in the community. It may also be identified by a mentor, (dean or employer), or the intuitive judgment of a faculty member. Selection begins Feb. 1987, and is completed by May 1, 1987.

For geographic balance, students will be selected on the basis of five participants from each of ten geographic regions based on the location of the school. This national representation helps assure a broad perspective for the program and a valuable network for the participants.

Costs and Stipend: Leadership America is fully underwritten and participants receive a stipend of $3,000 to offset expenses and the loss of income during the summer. All transportation plus housing and meals during the five-week formal session are funded by the program. Normal personal expenses are the responsibility of the participants as are all living expenses incurred during the internship.

Sponsors and Manager: Leadership America is funded by individuals, corporations, and foundations across the country who share a common belief that leadership development of college students is a necessary and worthwhile goal.

The program is managed by the International Leadership Center, a non-profit corporation whose professionals are actively involved with leadership research, leadership development, and international leadership training.

Center for Creative Leadership - Greensboro, NC Betty Ann Bailey-White

RESEARCH AND DEVELOPMENT MANAGEMENT INSTRUCTIONAL SIMULATION

RADMIS (Research and Development Management Simulation) is a unique combination of behavioral and computer experiences during which teams of 4 to 5 managers take the responsibility for selecting, developing and bringing a product to market.

RADMIS was designed by James S. Bruce, a retired senior Vice President and Director of Eastman Kodak and currently a Senior Fellow at the Center for Creative Leadership. With the help of systems analysts at the Rochester Institute of Technology, RADMIS was programmed for both a micro and a mini computer.

The premise of the simulation is that a company, BATEC, Corp., produces and sells a photographic printing plate in a market in which there is one major competitor. This competitor has just made a technological breakthrough in their plate production and has introduced a new, superior plate onto the marketplace.

The simulation participant is a member of BATEC's product development team and is charged with developing a competitive photographic printing plate. To accomplish this goal each team must create and implement a product development strategy, hire and select teams of scientists and technicians for experimentation, run experiments to improve the plate, and decide on a pricing strategy for the finished product. This project is carried out in an environment in which corporate management is making decisions, government regulations are changing, and the competition is aggressively improving their product--eroding any potential competitive advantage.

Program Features and Benefits

This simulation provides participants with real-life experiences and learnings in these areas.

1. Experience in project planning and implementation. Project plans are negotiated and developed within a team setting. Goals and objectives are set. Participants learn the importance of negotiation and teamwork during the planning process. Later they are able to experience the bottom-line results when they complete the development of their product and take it to the marketplace.

2. Development of a multi-style approach in making leadership or management decisions. Participants experience the reality of having to make management and personnel decisions throughout the life of a project. They learn the importance of using varied styles in decision-making. They also experience the benefits and costs of making high or low quality decisions.

3. Importance of decision timing. The product development team in RADMIS begins the simulation with two potentially marketable products. Each team runs experiments on both products before choosing the one they think will be the most successful.

   The timing of such a decision can be critical for R&D product development managers. In RADMIS, participants experience the difficulties involved in making this type of decision. They negotiate with team members over continuing development or "cutting" a product. In the end they can see the impact of this type of decision on the overall success of the project.

4. Tracking the market/watching the competition. Teams can track the market and the competition and adjust their plans as necessary. Team members learn the importance of paying attention to marketing and financial information while focusing on key product attributes for market acceptance.

5. Group interaction and teambuilding. How do individuals coalesce into a successful team? RADMIS allows participants to experience working in teams and gives each person the opportunity to exercise a leadership role within the simulation. Each team is observed during the simulation by trained observers. Teams have the opportunity to analyze group performance and receive feedback from the observers and from group members. This feedback enables the participant to gain an awareness of the impact of his or her behavior on other team members and on the success of the project.

State University of New York - Binghamton, NY
School of Management

Bernard Bass

MGMT. 245(01); 349(03) LEADERSHIP AND SUPERVISION - Syllabus Fall

---

A four credit course having to do with supervision and leadership definitions; concepts; theoretic models; traits; activity; emergence; intellectual competence; empathy, insight, interpersonal competence; authoritarianism; values; needs; charisma; esteem; leadership as a position; exchange theory; management styles; situational moderators; sex, race and culture; management development; selection and measurement.

OBJECTIVES

(1) To familiarize students with body of research and practice about leadership with particular emphasis on leadership in complex organizations.

(2) To provide students with various models of successful leaders.

METHOD

Classwork will be built around preparatory reading assigned by the instructor and 300-600 word memoranda drafted in advance by each participant dealing with: (1) Major ideas to be derived from the reading. (2) Examples, elaborations and extensions. (3) Implications, personal and organizational, of the ideas and related information in the readings and elsewhere. (4) Integration with previous material. (5) Substantive questions about and disagreements with the readings, preceding discussions, with or without alternative answers to the questions. (6) Speculations. (7) Ideas for research, development and/or application.

EXECUTIVE ACCOUNT

Periodically, the Wall Street Journal and the New York Times present brief biographical accounts of a prominent business executive. You are to select one of these accounts from WSJ or NYT completed between 1982 and the present.

In your presentation, as much as possible, link your account with concepts and principles covered in this course. Attention should be focused on the leadership and management practices of the executive, his or her development and career.

You should prepare a written statement of 300-600 words indicating the references to your presentation, along with a 5-10 minute oral presentation.

GRADUATE CREDIT

Graduate students receiving credit for Mgmt. 349 will be expected to complete a 10-20 page paper on a leadership topic.

EVALUATION

There will be two multiple choice and short answer exams. Heavy weight in the final evaluation will be given to your contribution and participation in class discussion.

TEXT

Bass, B.M., Stodgill's Handbook of Leadership. New York: Free Press, 1981.

SCHEDULE

(Meets twice weekly)

		Class Reports	
Session	Advance Preparation	Executive	Student
A. Introduction			
B. Concepts, Types and Functions of Leadership.	1,2		
C. Theories and Models	3		
D. Traits	4,55		
E. Activity Levels & Motivation to Manage	6,22	______	______
F. Insight, Empathy & Authoritarianism	7,8	______	______
G. Values and Needs	9	______	______
H. Status, Esteem, Charisma	10	______	______
I. Power	11	______	______
J. Power Distribution	12	______	______
K. Conflict, Responsibility & Delegation	13,14	______	______
L. Leader-follower Interaction	15,16	______	______
M. **Examination 1**			
N. Leadership & Management	17	______	______
O. Democratic versus Autocratic Style	18	______	______
P. Participative versus Directive	19	______	______
Q. Relations versus Task-Orientation	20	______	______
R. Consideration versus Initiation	21	______	______
S. Organization and Group Effects	23,24	______	______
T. Task, Stress, Space & Networks	25,26,27,28	______	______
U. Persistence & Transfer	29	______	______
V. Women	30	______	______
W. Blacks and Other Cultures	31, 32	______	______
X. Training and Development	33	______	______
Y. New Paradigm: Transformational Leadership			
Z. **Examination 2**			
Graduate Papers Due			

University of California - Davis, CA Stephanie A. Beardsley

ASSESSING LEADERSHIP SKILLS: AN ADAPTATION FROM INDUSTRY

For over 40 years, businesses have been using the "assessment center" as a tool for identifying future managerial talent. These programs were originally designed to enable company managers to observe potential employees as they performed simulated managerial tasks, and to select or promote individuals based on the assumption that the behaviors observed during the simulations were characteristic of actual work behavior. Assessment programs such as these have recently been adapted for use as management development tools. When used as a developmental program, the basic purpose is to provide participants with valuable information about their potential suitability for managerial work and to assist them in substantiating their strengths and in identifying performance gaps for the future.

The Residence Life Office at UC Davis capitalized on the success of other assessment programs in developing a Leadership Skills Assessment Center on behalf of residents in the residence halls. During the adaptation, students participated in three simulated leadership activities, all of which were designed to illustrate a student's level of skill in eight leadership criteria. Assessors were thoroughly oriented to the purposes of assessment programs, and are trained in the observation, documentation, and evaluation of behavior as well as in the proper method of providing verbal and written feedback. Each assessor observed two student participants.

A total of seven assessment centers have been offered since the program was initiated in 1985. When initiating the program, we hoped that the provision of behaviorally-specific information about one's skills would be desired and valued by participants. In actuality, the impact of receiving behavioral feedback has been cited by the student participants as one of the most potent experiences of their college educations to date. Assessors found participants eager to learn of their impact as leaders and enthusiastic about learning more about themselves in order to perform more effectively.

An unanticipated, yet hoped-for, outcome was the skill development of the assessors themselves, some of whom are sophomores and juniors. The training program enabled them to refine observational skills and to polish verbal and written feedback skills. Since many of the assessors were either supervisors or campus activity advisors, the experience sharpened critical skills and facilitated improvement in important interpersonal qualities.

During the program proposed for this conference, a brief overview of the assumptions and principles of assessment centers was offered, followed by a thorough description of the program as it was adapted at UC Davis. Handouts included the leadership dimensions, an example simulation, sample forms, and other pertinent material. Following the presentation, there was a question and answer period.

Cypress College - Cypress, CA Karen Bergher

INTRODUCTION TO LEADERSHIP

Leadership Training/Styles and Techniques is a community college course for student leaders, potential student leaders and individuals interested in leadership behavior. As a Student Activities function using student government (Associated Student Council), it develops leadership skills through positions assumed in student organizations, and through involvement in programs and projects on and off campus.

The following topics are covered: leadership overview; community development; value systems; communication; group dynamics; goal setting; meeting management; problem solving; feedback on leadership competencies; conflict management; diagnosing an organization; team building; motivation; delegation/task management; programming; change and creativity; time management.

In these workshops, students learn: theories of leadership and organizational behavior; the identification and development of personal qualities and skills to enhance leadership; practical application of leadership and organizational theory; and through experience, group and leadership characteristics for successful project and program development.

The course provides: a program of leadership training, education and development; practical experience in management and getting things accomplished; academic credit to students who sacrifice their time in serving their constituents; an example of how democracy and government works; training in human relations, administration and management. Credit: 3 units; meets Tuesdays 1:00 p.m. - 2:30 p.m.

Textbooks: Pocket Primer of Parliamentary Procedure 4th Edition, 1952, Fred G. Stevenson; Skills for Leadership - Working with Volunteers Volume I - Emily Kittle Morrison; **Optional:** Data Guide-Quick Chart: Parliamentary Procedure - A simplified summary and instant reference.

Reading and written assignments will be assigned regularly.

"My Impressions Of A Board Meeting" - Paper: 30 Max. Pts. Attend any meeting in which Board members are elected officials. Observe leadership in action. For example: District Board of Trustees; City Council. One page paper includes: Was it a well-run meeting? Why or why not? Comparison to A.S. Council meeting.

"What Is Leadership" - Paper: 60 Max. Pts. Several workshops will provide insight into the concept of leadership dynamics. Based on your observations your paper will include: Your definition of leadership; Qualities you admire most in a leader and why" i.e., communication skills, decision making, people skills-combination of any; How you perceive yourself as a leader. Support your comments by at least 2 references applicable to leadership development. References may be obtained from handouts, lecture notes, or library research.

FINAL REPORT GUIDELINES FOR COORDINATOR OF ACTIVITY: 75 Max. Pts. Report format should include (1) Introduction to Activity describing the activity, date, time and place including copy of facilities request. (2) Summary of planning efforts: When did you begin planning for this event-include timeframe goals/deadlines; Who did you contact for assistance-(internal/external) i.e., outside organization-include name, address, phone # and contact person or another department on campus-i.e., facilities, business office, security. (3) List of committee members and their assignments: Where they met? If not, why not? (4) Recommendations/observations: Can we change anything? Should event be produced again? Why or why not? Participant reaction or involvement; Any ideas for next time? Did schedule flow smoothly? Unforeseen problems that could have been avoided? (5) Conclusion: How did you feel as Coordinator? (6) Budget Report: Income/Expenses.

DON'T FORGET YOUR THANK YOU'S! If you follow this format verbatim you will be more likely to meet successfully the requirements of this report. PAPER DUE: TWO WEEKS AFTER COMPLETION OF EVENT. If coordinated with another student, each student is required to write summary of planning efforts. Other areas of the report can be coordinated together.

STAYING ORGANIZED IN THE LEADERSHIP TRAINING COURSE Acquire a 3-ring binder and dividers and organize your dividers as follows: Course Description/Outline; Class Handouts; Class Assignments; Parliamentary Procedure Reference Guide; Council Agendas; Council Minutes; Council References-i.e. A.S. Constitution, By-laws, Policies Relating to Students, A.S. Policies, and Procedures; A.S. Budget and Financial Code; Council Correspondence; Class Notes. Your notebook will be a reference TEXT for the course. Much of the course material will be in handout form and periodically distributed as such. Most of the A.S. Council reference material, which you will need to be ready and informed, is in 3-hole handout form. The course hopes to stress, teach and reinforce the importance of being organized. Always bring your notebook!

FINAL SEMESTER REPORT REQUIRED: 50 Max. Pts Summarizing leadership experience during the semester. If report is not turned in, 50 points will be subtracted from total cumulative points.

Format:

I. Table of Contents

II. Introduction
  A. Job Description-current position (job duties and responsibilities).
  B. "The Good, The Bad and The Ugly"- How did you feel about your position? If you could, what would you change?
  C. Description of Project(s), include in report: Name, hours devoted to each project. Purpose: Educational/cultural, entertainment, recruitment, fundraising (who benefited), Other; Was project successful-why? Elaborate on main benefits to students and yourself.
  D. Committee Involvement: Were you a representative on a Campus Standing Committee? (a) if so, which one(s), what did it entail? (b) include your impressions of that committee. Were you involved on an A.S. Committee? If so which one(s), what do you feel was your major contribution? (If more than one, list separately).

E. Conclusions: What was your major learning experience-why? If you could do anything differently, what would it be-why? What advice would you recommend to future student leaders-why? Would you recommend this course to a good friend who is serious about learning the subject matter? Why or why not?

F. Comments: If you have anything else you would like to add--positive or negative feedback (i.e., course format, experience, instructor, student government, Cypress College in general)--feel free to do so.

All papers must be double-spaced and typewritten; submit an original and one copy.

GRADING: All grading will be based on the following: Expression of ideas (originality and quality of ideas); Organization (follows outline format, answers questions and provides appropriate logical placement of statements); Fluency (sentence structure, clear syntax, position progression); Editing (spelling, punctuation, capitalization, grammar); Depth of Analysis (synthesis of ideas - clarity of position).

Grading is not a mystery, it is consistent and objective. The student earns it. Grade is determined by points: Attendance at Tues. Leadership Class @ 10 pts. (per class period) = 160; Attendance at Thurs. A.S. Council Meetings @ 10 pts. (per class) = 150; Coordinator of Activity = 75; Active Participation on A.S. Committee (per committee) = 40; Attendance at Campus Standing Committee (per committee) = 20; Attendance at A.S. sponsored events (each time) = 10; Participation in A.S. sponsored events (each time) = 20; "What is Leadership?" - paper = 60; Final Semester Report Required = 50; "My Impressions Of A Board Meeting" - paper required = 30. **Grading:** 700-650 = A; 649-599 = B; 598-548 = C; 547-497 = D or NC. 15 minutes late with an unexcused tardy loses 5 points for the class period. Unexcused tardies (30 minutes or longer) result in no credit for attendance in class.

LEAD: LEADERSHIP EDUCATION/ACTION DEVELOPMENT

Nebraska's largest industry, agriculture, plays a profound and overriding role in every phase of Nebraska life. Thus the development of its leaders as effective spokespersons is one of our greatest keys to progress. Ensuring that leadership cannot be left solely to chance, it calls for a solid program to develop leadership on an ongoing basis. It calls for a practical program. That program is LEAD-Leadership Education/Action Development.

TO BE ELIGIBLE: This two-year program is for young agriculturalists with proven leadership potential who have a strong commitment to becoming spokespersons for Nebraska agriculture. You must be between 25 and 40 years of age on September 1 and a resident of the state of Nebraska.

PROGRAM OBJECTIVES

The LEAD program is designed to increase knowledge and understanding of economics and social changes affecting agriculture and rural areas. The program provides an opportunity to develop knowledge of organizational decision-making processes and the role of political institutions. It will help you develop a greater sensitivity to the needs of all society. It will encourage and facilitate practical application of leadership skills in order to represent agriculture at all levels.

The next session, limited to a maximum of 30 persons, will be organized in the fall. After receiving applications, a screening committee will consider each candidate and personal interviews may be required. It is anticipated that each year of the program will involve approximately 30 days of programming in residence, plus travel time to the site of seminars. The seminars will usually be in three-day segments.

In addition, two study-travel seminars will be part of the two-year program. One of these will be international and the other will be held in the Continental United States.

Seminars will be held across the state at public and private institutions of higher education, and in leading Nebraska agri-business.

If you participate in this program, you will develop a higher level of confidence in achieving your potential for leadership. You will develop in-depth knowledge in public affairs, government, monetary and fiscal matters, environmental concerns, domestic and international trade and foreign relations. Since the program is limited to a maximum of 30 Fellows, you will find yourself in a closely knit group of highly motivated associates.

COSTS

The Nebraska Agricultural Leadership Council estimates the total cost of the program in excess of $10,000 per participant. This cost is shared by participants and private donors. The $10,000 figure includes travel and subsistence costs for seminars and national and international study travel seminars. Each participant will be asked to contribute $800.00 per year, due by September 1 of each year, from personal funds and/or funds collected or solicited on participants' behalf from respective agricultural communities. Participants will be responsible for costs involved in travel to and from seminars. Participants must also consider the costs related to being away from home and business for the 80 days involved in the program.

SPONSORS

The program is under the direction of the Nebraska Agricultural Leadership Council, Inc., sponsored by Agriculture Builders of Nebraska and supported by Nebraska's leading individuals, businesses and industries, the Institute of Agriculture and Natural Resources, University of Nebraska and other institutions of higher education, both public and private.

REQUIREMENTS FOR PARTICIPATION

Fellows are expected to continue for the full two-year program. (Your spouses will be invited to participate in some seminars.) You are expected to demonstrate a satisfactory level of interest and participation. If you are self-employed, you must offer evidence that time away from your business for study travel seminars will not be a handicap. Those who are not self-employed must have the approval of their employers.

APPLICATION DEADLINE

Applications for new applicants are due by mid-June of each year. Please see the current application packet for actual deadline dates.

SEMINAR SCHEDULE

Year 1	
Oct.	Potentiality Enhancement and Leadership-Human Relations
Nov.	Leadership Through Communications
Dec.	Leadership Issues of the 80's-Inflation, Unemployment, Energy, Etc.
Jan.	The American Free Enterprise System-Fiscal Policy, Prices, Etc.
Feb./Mar.	U. S. Study Travel Seminar (Various Topics)
Mar.	Urban-Agricultural Interrelationships
Apr.	Social & Environmental Issues Impacting Agriculture

Year 2	
Sept.	Natural Resources, Use and Abuse and the Political Process-Local and State
Nov.	Comparative Economic Systems and Foreign Policy Affecting Agriculture
Dec.	Comparative Cultural, Educational, Political and Religious Systems
Jan.	Developing and Defending Relations at Home and Abroad-Consumer Relations Markets at Home and Abroad-National Defense and Agriculture
Jan.	Study Travel Seminar Abroad (Various Topics)
Feb.	Agricultural Financing, Pricing and Marketing
Apr.	Looking Ahead

University of Nebraska - Lincoln, NE Sara A. Boatman
Speech Communication 216

VOLUNTEER ORGANIZATION LEADERSHIP: Offered Fall Semester

Class meets twice weekly - A reading list is attached.

Philosophy: This class has been developed to offer student leaders the opportunity to apply to their own volunteer organizations the principles of communication in groups, organizations, and between two people. Student leaders have a rare opportunity to develop life skills in "real-world" laboratory experiences through information, skills and approaches usable in student organizations and other organizations in their future. The emphasis will be on reality: how does what we read and talk about translate to actual volunteer organizations?

Objectives: After this class, students should (1) have a basic understanding of principles of interpersonal, group and organizational communication; (2) be able to apply these principles to an organization; (3) be able to describe and explain this application to other people.

Attendance: The success of this course depends on the opportunity to experience and share. Attendance will be taken, and it will bear on the final grade determined as follows: Unit Assignments (3) = 45%; Mid-Term Exam = 15%; Final Project = 20%; Quizzes = 10%; Class Participation and Attendance = 10%. Check with me if you have any questions. Your final grade should not be a surprise. If you have a particular grade as a goal, discuss this with me early on so that I can help you to achieve it.

Class Norms: Attend class; be on time; read your assignments; be honest and critical in class discussions; be a risk-taker. In turn, you can expect me to be open and honest, challenge you, be as fair as I can, and give you only positive surprises.

Hopes: I hope that you will understand and appreciate how the elements of communication are so much more than just principles to learn, but are instead sensible, practical ideas important to learn because they have value to you and to the groups you lead. I also hope you will become more effective oral and written communicators during the semester as you talk and write about your experiences. Finally, I hope that you will respect what you and others (including your instructor) are learning, and that you will be honest and open.

Class Topics and Assignments: Weekly meetings will cover the following topics: Establishing the Leadership Context; Volunteer Groups, leadership and communication; Interpersonal Communication; Defensive and Supportive Communication, Active Listening; Nonverbal Communication; Group Communication, Group Roles, Leadership; Group development and group phases; Communication within the Group; Organizational Communication; Diagnosing the Organization; The ICA Communication Audit.

Assignments: Quizzes: Periodic quizzes, not announced in advance, will be given on the week's assigned readings at the beginning of some classes; they cannot be made up.

Mid-Term Exam: Is a combination of objective and short-answer questions about readings and class notes for the first seven weeks of the course.

You are expected to attend class and participate in discussions. I will grade your participation each class; you may ask me at any time for your grade in this area. Your grade for an unexcused absence is, of course, a zero.

Three Unit Assignments:

1. Choose an interpersonal communication variable (e.g. noise, nonverbal, listening, perception) to observe in your own volunteer group. Write a short paper (about 3 typed pages) describing what you have observed. Your paper will be graded on (a) your selection of one variable; (b) description of at least three things you observed in your group with respect to that variable; (c) at least two conclusions about this variable as it relates to volunteer groups; (d) clear, correct written communication.
2. Write a brief paper (2-4 typed pages) on the phases you have observed in the development of your volunteer group. Your paper will be graded on (a) description of the phases; (b) prediction of the next phase into which your group will emerge; (c) implications of these phases for the leader, has his/her style changed? What should the leader do during the predicted next phase? (d) clear, correct written communication.
3. Write a brief report (3-5 typed pages) on a diagnostic activity you have conducted in your organization. You will be expected to discuss this report in class to be graded on (a) description of diagnostic activity you used and how you used it in your organization; (b) what you discovered from the activity, what data did you collect; (c) what you concluded from your diagnosis, including at least one change which should be undertaken; (d) clear and correct written communication and effective oral communication as you share your findings in class.

Final Project: Write a 5-7 page paper presenting your philosophy of volunteer organization leadership. Use what you have learned from your readings, your assignments and class discussions. Your paper will be graded on (a) the important variables which you feel make up volunteer organization leadership; (b) what constitutes successful and unsuccessful volunteer leadership; (c) how your own volunteer leadership has changed (if it has) during the semester; (d) clear and correct written communication.

COURSE READINGS

Unit 1-Volunteer Organization Context and the Relationship of Communication: Jane Mallory Park, "A Personal Perspective--and Where It Leads", Meaning Well Is Not Enough: Perspectives On Volunteering. South Plainfield, NJ: Groupwork Today, Inc., 1983, 1-16; Ruth Dodd, "The Unique Contribution of the Volunteer," America's Voluntary Spirit. New York: The Foundation Center, 1983, 155-160; Armand Lauffer & Sarah Gorodezky, "Why Volunteers?" Volunteers. Beverly Hills: Sage Publications, 1977, 9-16. Val R. Christensen & Ray C. Myers, "Motivating Volunteers: What Makes Them Tick." Student Activities Programming. Nov., 1979, 48-52; Sara Boatman, "How to Fire a Volunteer." Student Activities Programming. Mar., 1981, 42-47; Duane R. Anderson, "Preparing to Choose a Leadership Position." Programmer's Handbook. Columbia, SC: NACA, 1980, 8-9; Sara Boatman, "Communication in Volunteer Organizations: Development of a Diagnostic Process." Unpublished paper, 1986.

COURSE READINGS (Cont'd)

Unit 2-Interpersonal Communication: Alton Barbour & Alvin A. Goldberg, Interpersonal Communication. New York: SCA, 1974, 6-39; Rudi Klauss & Bernard M. Bass. "Introduction," Interpersonal Communication in Organizations. New York: Academic Press, 1982, 1-34; Linda McJ. Micheli & others "Giving and Receiving Feedback." Managerial Communication. Glenview, IL: Scott, Foresman and Company, 1984, 105-125; Jack R. Gibb. "Defensive Communication." Journal of Communication. II, Sept. 1961, 284-291.

Unit 3-Group Communication: Jeff Lauber, "Defensiveness and Supportiveness in Groups." Campus Activities Programming. Mar. 1985, 46-50; Sara Boatman, "Group Development." Student Activities Programming. October, 1982, 40-43; Tony Warner, "Individual Impact on Group Behaviors." Campus Activities Programming. May, 1984, 34-37; Daniel C. Feldman, "Diagnosing and Changing Group Norms." The 1985 Annual: Developing Human Resources. San Diego: University Associates, 1985, 201-208.

Unit 4-Organizational Communication: J. L. Franklin, A. L. Wissler, & G. J. Spencer. "Overview of Organizations." Survey Guided Development III: A Manual for Concepts Training. La Jolla: University Associates, 1977, 7-19; Sara Boatman, John Cannon & Phyllis Japp. "Organizational Communication and Organizational Effectiveness." University of Nebraska, Summer, 1981; Edgar Schein. "Communication Processes," Process Consultation: Its Role in Organizational Development. Reading, MA: Addison/Wesley Publishing Company 1969, 15-30; Donald Harvey & Donald Brown, "The Information Collecting Phase: Finding Out What's Going On." An Experiential Approach to Organization Development. Englewood Cliffs, NJ: Prentice-Hall, 1976, 113-133; Cynthia Cherrey & Nancy Stradtman, "Organizational Effectiveness." Student Activities Programming. Nov., 1982, 33-37.

Louisiana State University - Shreveport, LA Grady Bogue
Monday: 5:00 - 8:00 P.M.

POLITICAL SCIENCE 590: THE DIMENSIONS AND DILEMMAS OF LEADERSHIP

SEMINAR THEME

"Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils,--no, nor the human race, as I believe,--and then only will this our State have a possibility of life and behold the light of day." Plato

From Plato's Republic to MacGregor's contemporary Leadership, there is probably no aspect of human behavior that has been subjected to such intensive empirical/philosophical inquiry as that of leadership. Yet our ignorance often remains high and we can have an illusion of knowledge that can be quite as dangerous as our ignorance.

Leaders lacking in knowledge, skill and integrity continue to damage precious human and organizational resources. It is true that there is no theory sufficiently embracing to cover all the contingencies of leadership. There is, however, a rich conceptual foundation available and reason for shame if we fail to take advantage of good ideas and concepts at our command. Leaders who disdain good ideas practice an unhappy form of intellectual arrogance and run the risk of performing a surgery of ignorance on their colleagues and organizations.

A limited technical mastery of leadership concepts may not be our greatest leadership tragedy, however. It is possible for us to be masters of technique yet diminish our leadership potential by dysfunctional value patterns. Technique will always be a slave to purpose. What we know will always be guided by what we believe. There are no sterile ethics for the leadership mind. The values we carry across the threshold of our office doors each day are no trivial matter then. Leadership malpractice can flow as much from ill-considered value dispositions as technical shallowness.

In what forum will we learn to revere the dignity of human personality, to affirm the power and potential of our own? What book will teach us to absorb the hostility of the ill informed and the ill mannered but to distinguish that hostility from those who will express their loyalty in honest dissent? What seminar will encourage us to let neither dissent nor defeat deny us the power of an optimistic spirit? What lesson will require us to probe the limits of our integrity in lonely moments of decision, to find the renewing power that comes to those who exhibit both the courage and the compassion to expect the best of themselves and their colleagues? Where is the examination that will test our inclination to daring rather than imitation?

The renowned scholar Rene Dubos once observed that "human institutions must be held together by cohesive forces of a spiritual nature." It is both the technical and spiritual character of leadership that we hope to engage in this seminar.

This seminar centers, then, on the theme that leadership is an art form whose effectiveness is improved by the mastery of leadership research and by the display of personal integrity--that effective leadership builds on both technical and ethical foundations. When the diversity of personality and passage among leaders is a matter of such obvious fact, what exactly do we mean when we say that leadership is ineffective. This seminar may provide an operational answer to that question.

What course will teach us:

That we as often act our way into belief as we believe our way into action
That thoughtful dissent is an essential antidote to leadership arrogance
That tenacity and patience are essential in the management of change
That the majority affirmation of a foolish view makes that view no less foolish
That goodness is often timid and criticism loud
That opinion, forcefully and frequently offered, encourages its acceptance as fact rather than just opinion

One final note. The seminar engages the theme of leadership within organizations. Though the question of leadership given in conditions of relative social isolation is an important one, the matter of prime interest in this seminar is the provision of leadership in organizations.

SEMINAR OBJECTIVES

Activities and topics of the seminar are designed to yield knowledge and skill in: (1) Identifying the dilemmas of contemporary organizational leadership. (2) Understanding the empirical relationships established between leadership effectiveness and other variables such as leadership style, organization task, leadership personality. (3) Understanding the affective/emotional dimensions of leadership--the contributions of failure, risk, persistence. (4) Understanding the relationship between leadership personality and leadership/organizational function. (5) Evaluating the philosophical positions of contemporary civic and business leaders and using those in...(6) Formulating a personal philosophy of leadership.

SEMINAR TOPICS

(1) Role--Visionary versus Facilitator: What is the role of the leader? Does the leader set direction or call others to find direction? **(2) Motivation** --Fear Versus Love: What are the major motives for human behavior? Do we act from fear or love, or both? What are the roles of competition and cooperation? **(3) Behavior Determinants**--Objects versus Actors: Is human behavior caused? What role, if any, does human will play? **(4) Authority**--Power versus participation: What are the legitimate sources of leader authority and how are these most effectively applied?

(5) Effectiveness--Process versus Outcome: How are we to evaluate the effectiveness of leader behavior? Of organizations? Is morale related to organizational and personal achievement? **(6) Efficiency**--Technology versus Personnel: What responsibility does the leader have for efficient use of human and technical resources? What are the keys to improved productivity? How is productivity different from quality and efficiency? **(7) Decision**--Reflection versus Action: How does the leader relate decision style and involvement to decision type and decision climate? **(8) Change**--Risk versus Security: How does the leader orchestrate change in an organization? **(9) Organization**--Ambiguity versus Stucture: What are the kinds of organizational structures available to the leader? When can structure be facilitating and when impeding? Is bureaucracy all bad? What is a bureaupath? **(10) Conflict**--Order versus Justice: What role do dissent and disorder play in leader and organizational health? **(11) Style**--Task Orientation versus Person Orientation: How can the leader's dominant style be identified? Is there an effective style? What do we know of the relationship between leader personality and organizational function? **(12) Ethics**--Means versus Ends: What are the ethical dispositions, principles that can be--should be--associated with leadership effectiveness? **(13) Philosophy**--Optimism versus Pessimism: What are the findings on the power of leadership expectations and organizational behavior? **(14) Future Sensing**--Serendipity versus Planning: What role does the leader have for future sensing and for planning? What's the difference between a goal and an objective and what difference does this make in organizational health? How are individual goals linked to organizational goals? **(15) Improvement**--Service versus Profit: Is leadership in profit sector enterprise more effective than public sector leadership? What can one learn from the other?

SEMINAR ACTIVITIES

Each session of the seminar is expected to unfold as follows:

REVIEW OF EMPIRICAL LITERATURE - Will indicate what research findings reveal about the theme in question. Our sources here will be primarily those in social science, psychology, political science, management.

REVIEW OF NON-SCIENTIFIC LITERATURE - Will complement empirical findings and address the philosophical/value related questions of the theme under study. Our sources here will include readings in history, biography, novels, poetry.

REVIEW OF PERSONAL EXPERIENCE - Working with a resource visitor to the seminar (someone having a civic leadership position in our community), we will attempt an integration of what we have learned with our own experience. Discussion, questioning and testing of ideas will be the mode of inquiry at this point.

Seminar participants will be expected to take responsibility for extensive reading and presentation activities in each of these areas. The exact nature of responsibility assignments may vary with number of seminar participants, their interests and experience. We may try to develop for each topic a series of mini case illustrations taken from our own experience--vignettes illustrating both effective and ineffective leadership on the theme under study. We might also consider the compilation of a seminar quotation booklet--short lines that quickly deliver or summarize major ideas in forceful and imaginative ways.

SEMINAR PAPER - Since the final and major purpose of the seminar is to encourage each participant to develop a personal philosophy of leadership, each participant will be expected to prepare a major paper which represents a statement of that personal philosophy, or at least some particular and important element of leadership philosophy.

EVALUATION

Evaluation of participant performance in the seminar will be based on:

Quality of contributions in taking responsibility for organizational and presentation of seminar topics.

Quality of participation in seminar discussions.

Quality of seminar paper.

Self-evaluation of seminar participant.

Washington Leadership Institute - Seattle, WA
Washington Governors' School for Citizen Leadership
Stephen Boyd

LEADERSHIP DEVELOPMENT AND CITIZEN EDUCATION

The Washington Leadership Institute, the private, non-profit parent organization of The Governors' School, is committed to democratic institutions and processes of social renewal through leadership development and citizen education.

The Governors' School's purpose is to educate and empower young people to assume civic responsibility for this nation's third century. The Governors' School is dedicated to: Encouraging civic renewal through an ethic of service and regenerating commitment to the foundational values of our democratic society; Creating an institution of hope and confidence for the emerging leadership generation assuring each that one person can make a difference; Providing effective bridges to community involvement for young people and testing their citizenship skills in the adult world.

The Washington Governors' School represents a new model for civic cooperation utilizing business, government and educational leaders as teachers, trainers and mentors for young people.

In the 1986 summer program we: Recruited one hundred ethnically and geographically diverse high school students (aged 17) from 24 counties across Washington State; Conducted a highly successful inaugural summer Institute at Seattle University from Jul. 6-Aug. 3, 1986; Developed a unique civics and leadership curriculum; Selected an exceptional faculty from universities, high schools, military and business communities; Initiated within the 1986 Summer Institute over ninety student-led Community Leadership Projects now operating throughout Washington.

Outstanding Elements of the 1986 Institute: The Institute inaugurated a regional network of young leaders and focused the energy of young people toward civic awareness and involvement; the curriculum challenged students to think and act as effective citizens.

We hope to develop three leadership attributes:

1. **Critical thinking skills**-focusing on four levels of political community (local, state, national, international) using a day-long nuclear war crisis simulation exercise, a provocative introduction to persons committed to high-tech and America's economic future, and face-to-face conversations with the Governor and community activists and business leadership.

2. **Organizational skills**-through interpersonal and group leadership skills development workshops emphasizing communication, conflict management, negotiations, running productive meetings, making effective presentations, learning-styles assessment, and project planning.

3. **Reflective and Expressive Leadership through:** small group dialogue; "community conversations"; written journals; expressive arts; personal credo development; evening series; community project planning and informal interaction with fellow participants; having: daily discussion meetings of nine students plus faculty members to reflect on program activities, develop writing skills and explore leadership ideas;

student-produced talent shows and daily expressive arts programs; team leadership exercise at the U.S. Army's Leaders Reaction Course at Fort Lewis.

Themes for the four weeks follow an awareness of the expanding political community:

Week I Local: The Future of Puget Sound-An examination of the interrelationship between environment, jobs and potential technological advances.

Week II State: Washington State's Economic Health and the Pacific Rim-Understanding today's changing economic climate, requirements of leadership, education to prepare for the future, and the state's growing interdependence with trading partners of the pacific rim.

Week III National: The Idea of America-A historical and contemporary examination of the meaning of America as a democratic experiment. Examining foundational documents and contemporary social policy arguments to address the challenge of how America defines its common purposes and maintains its cohesion.

Week IV World: Do We Have A Future?-An introduction to the problems of global interdependence and obstacles to world political community with emphasis on humankind's three main challenges: war, tyranny, and injustice.

For more curricular information contact Stephen Boyd at (206) 626-6386.

St. Olaf College - Northfield, MN Ruth A. Bretheim

LEADERSHIP EFFECTIVENESS AND DEVELOPMENT (L.E.A.D.)

A leadership training and development program directed towards student leaders. The Division of Student Life has the responsibility for shaping and developing the program. The implementation of specific elements of the program is shared by a group of ten students who comprise the "L.E.A.D. team" (Leadership Effectiveness and Development Team)

GENERAL OBJECTIVE: To assess student leadership needs; to develop leadership programs and services that address these needs, with emphasis on balanced living and lifelong leadership skills; to develop campus resources and networks to enhance and promote development; to inform the student body of leadership opportunities and campus activities; to serve as a support system and resource to student leaders; to encourage and develop broader student participation in campus leadership positions and encourage a peer-mentor relationship between students; to encourage students and organizations to take ownership for the Leadership Development program; to involve faculty and staff in the leadership development program.

STRUCTURE OF THE L.E.A.D. TEAM:(1) Ten students are selected through a nomination, application, and interview process in the spring; they are committed to personal growth in the area of leadership and to the concept of leadership development. (2) Student background: sophomores and juniors; diverse co-curricular and academic involvement; mix of men and women; campus leadership experience. (3) One year commitment to L.E.A.D. team (May-May): weekly team meeting; committee assignments. (4) Two advisors: Associate Dean of Students for Housing and Special Programs and Director of Student Activities.

TRAINING OF THE L.E.A.D. TEAM: National Collegiate Leadership Conference held in Shelby, Michigan in early August sponsored by the American Youth Foundation and ongoing individual skill and team development on campus.

PROGRAMS DEVELOPED AND SPONSORED BY L.E.A.D.
Training and skills development programs for campus leaders: Hall Council Officer Training-September; Student Senate Orientation-September; Fall and Spring Leadership series-November; Women in Leadership Series-January; Spring Leadership series-March/April.

Developmental Leadership Courses: Emerging Leaders - twenty freshman students selected through a nomination and application process in a series of 9 leadership courses. Purposes are: to build a foundation for future leadership on campus; to raise awareness of skills needed to become an effective leader; to increase one's confidence and self-understanding; to develop leadership skills; to increase understanding and awareness of St. Olaf College, its personnel, and the leadership opportunities it provides; to encourage involvement in extra-curricular activities that enhance leadership development.

Advanced Leadership-twenty sophomores and juniors selected through a nomination and application process and a course consisting of 7 advanced leadership classes. Purposes are: to identify ways in which leadership skills can be learned; to become knowledgeable of leadership theories and research that will enable participants to understand the dynamics of leadership; to develop an understanding of and sensitivity towards settings and persons of diversity; to help students clarify and develop their own ethical orientation; to challenge participants to analyze the nature of leadership as observed in a variety of situations; thus identifying the behaviors essential for effective leadership; to provide a setting in which active student leaders can increase knowledge of themselves; to expand the participants analytical and problem solving skills.

Other programs are: Monthly Leadership newsletter - "In the L.E.A.D."; Student Leaders Recognition Banquet - held in May; Publication of student leader resource notebook; Assist with Fall "Activity Fair" - student organization recruitment activity.

University of Vermont - Burlington, VT

Patrick Brown
Kathleen Rice

THE UVM LEADERSHIP DEVELOPMENT PROGRAM

Since 1975 the division of Student Affairs at the University of Vermont has provided students with a variety of opportunities to develop their potential as leaders. Currently the Leadership Development Program is coordinated by a full time staff member in the Student Activities Office. Members of the Division of Student Affairs serve as advisors and facilitators to portions of the program.

LEADERSHIP ADVISORY COMMITTEE: Twice a semester, this committee meets to coordinate and evaluate leadership programs currently provided through the Leadership Development Program and other Student Affairs Offices. The committee consists of representatives of the Student Activities, Dean of Students, Service-Learning, Living/Learning Program, and Career Development Offices.

EDHI 213 LEADERSHIP: THEORIES, STYLES, AND REALITIES: This two credit course is designed to challenge students to apply the theoretical and philosophical aspects of leadership to the operations of their student organizations. Topics addressed include leadership style, motivation, group process, team building, communication, power and authority, and ethics in leadership.

EDHI 214 ADVANCED SEMINAR IN LEADERSHIP: In this course, students are challenged to expand their perceptions of leadership and apply them to the world outside campus organizations. Through highly active discussions, students examine the concepts of excellence, individuality, change in organizations and the role of the media in leadership. Throughout the semester they continue to refine their own definition of leadership by studying examples of past and current leaders.

WOMEN IN LEADERSHIP PROGRAM: In April, a day long conference is being sponsored by the Women in Leadership Steering Committee. Nexus: Dimensions of Leadership and Lifestyles will challenge students to examine how aspects of their lifestyle connect with their leadership potential. Many UVM alumni will be among the guest speakers as will several leaders from the New York, Washington, and Boston areas. This conference is being developed by a committee of UVM students. Students from UVM and other New England colleges will be attending the event.

FRESHMEN EMERGING LEADER PROGRAM: In October student organization leaders, advisors, and residential life staff members are asked to nominate freshmen who demonstrate leadership interest and potential. These nominees are asked to apply to the program and participate in a group process exercise as part of the selection process. Thirty leaders are then selected, based on their ability to work well in a group and on their leadership experience and potential. Throughout their freshman year they meet on a monthly basis to explore various issues surrounding the topic of leadership. Through programs, seminars, and retreats the group develops into a cohesive unit. Panel discussions with current experienced leaders, as well as with professional leaders on the campus and in the community are also a part of the program. The purpose of bringing this group together is to teach students about leadership opportunities early in their college career and train them to become strong campus leaders.

GREEK LEADERSHIP: The Coordinator of Greek Affairs and Coordinator of Leadership Programs design and facilitate training workshops and retreats for leaders in the Greek community.

RESIDENTIAL LIFE LEADERSHIP DEVELOPMENT COMMITTEE: This committee, which is chaired by a professional staff member of the Dept. of Residential Life and the Coordinator of Leadership Programs is composed of hall advisors, resident assistants, and representatives of hall government and the Inter-Residence Association. The purpose of the committee is to provide leadership development opportunities for non-staff members involved in the residence halls. Programs include workshops, retreats, roundtable discussions, and consultations. Each month one government receives the Hall Government of the Month Award.

STUDENT ORGANIZATION SERIES: Monthly workshops facilitated by the Coordinator of Leadership Programs on topics relevant to all organization leaders (motivation, officer transition, fund raising, etc.).

THE VISITING LEADERS PROGRAM: Currently funded for one year, it will be centered on the visit of at least four "national" leaders, on-campus for up to a week, throughout the next academic year. These visitors will be integrated into the leadership program, numerous academic classes and programs, and community outreach adding an enriching dimension to our present comprehensive efforts.

INDIVIDUAL WORKSHOPS, RETREATS, CONSULTATIONS FOR STUDENT ORGANIZATIONS: The Coordinator of Leadership Programs works with organizations to plan and facilitate workshops and retreats that address specific organizational needs. The coordinator also assists leaders of organizations in defining strategies to solve organizational problems.

ORGANIZATIONAL ADVISORS: Twice a semester, advisors are invited to participate in roundtable discussions designed to address issues relevant to the role of the advisor. Topics of the roundtable discussions have included advising style, the advisor's role in budget development, and general advising concerns.

HIGH SCHOOL LEADERSHIP CONFERENCE: For the first time, in June, 1986, 50 Burlington area high school leaders participated in 1 1/2 days of leadership training to help them develop their skills. Full time professionals, high school advisors, graduate students, and student leaders facilitated the session.

CAT'S PAW: A monthly leadership newsletter sent to over 800 student organization leaders and advisors, student affairs staff, and university administrators. The newsletter is designed to provide readers with information on campus events, leadership opportunities, and accomplishments of students and organizations.

ALL CAMPUS LEADERSHIP DAY: In November, students are encouraged to participate in a day of leadership training workshops, designed to help them work effectively with campus organizations, and to strengthen their abilities as leaders. Student leaders designed and facilitated the workshops.

For additional information, contact Kathleen Rice, Coordinator of Leadership Programs, Billings Campus Center, Univ. of Vermont, (802)656-2060.

Auburn Univ. School of Education - Montgomery, AL Richard Brown

THE LEADERSHIP ROLE IN EDUCATIONAL ADMINISTRATION, AED 683

A study of current theories, concepts and principles of leadership and their application to education. Further emphasis is placed on the responsibility of the educational administrator for leadership in the school and community, responsibility for leadership in the continuous improvement of staff competence and principles and evaluation of effective leadership.

A student who completes AED 683 successfully, The Leadership Role in Educational Administration and Supervision, will be able to: identify different leadership theories to develop a personal definition of leadership; examine the role and influence of human relationships in school administration and instructional supervison; explain the behavior of people to work more effectively with individuals and groups; and develop skills in decision-making, problem solving, planning and communication.

Class Outline

1) WHAT IS LEADERSHIP? Overview of the Ten Essentials for Effective Leadership: Definition, Mission, Planning, Organization, Delegation, Motivation, Communication, Authority, Time, and Self. (A multi-media lecture to set the stage for the class).

2) IDENTIFYING YOUR LEADERSHIP STYLES: What is Situational Leadership? Situational Leadership Styles: Telling, Selling, Participating, and Delegating; and How to Incorporate Situational Leadership in Educational Settings. (Brief lecture; film "Situational Leadership;" administration of the LEAD Self Learning Instrument; and small group exercise).

3) UNDERSTANDING YOURSELF AND OTHERS Identifying Your Work Behavioral Style; How to Increase Your Appreciation of Different Work Styles; How to Minimize Potential Conflicts with Others: and How Our Values Influence Our Behavior. (Film, "The Johart Window;" administration of the Personal Profile System Learning Instrument; film, "What You Are is Where You Were When?;" and small group exercise).

4) DEVELOPING A WINNING ATTITUDE Positive Self-Esteem; Positive Self-Motivation; Positive Self-Direction; and Positive Self-Dimension. (Film, "The Psychology of Winning;" and small group exercise).

5) HOW TO CREATE A MOTIVATIONAL ENVIRONMENT Maslow's Hierarchy of Needs; Herzberg's Motivation-Maintenance Model; The Self-Fulfilling Prophecy; Problems of Morale in Educational Settings; and Analyzing Performance Problems. (Brief lecture; film, "Productivity and the Self-Fulfilling Prophecy;" and small group and individual exercise).

6) INTERPERSONAL COMMUNICATION Formal Communication; Process of Communication; Barrier to Communication; Participatory Decision-Making; Problem Solving; and Conflict Prevention. (Brief lecture; film, "Non-Verbal Communication;" role-play activity; and small group exercises).

7) HOW TO MANAGE YOUR TIME AND YOUR LIFE Minimizing Time Wasters; Setting Priorities; Paperwork; Breaking the Habit of Procrastination; and Planning Your Personal and Professional Lives. (Brief lecture; film, "The Time of Your Life;" administration of the Time Management Profile Learning Instrument; video presentation, "Self-Dimension;" and initiation of the personal and professional development plans).

8) MANAGING THE STRESS IN YOUR LIFE Anticipating Stressful Situations; Understanding Why You Sometimes Lose Control; Gaining Self-Control; Flight or Fight Responses; Physical Exercise; and Relaxation Training. (Brief lecture; video presentation, "Self-Control;" small group Exercise; relaxation exercise; and physical fitness test).

9) PUTTING IT ALL TOGETHER Sharing with Learning Partners Your Personal and Professional Development Plans; Demonstration of Personal Leadership Skills; and Wrap-up and Adjournment. (Each participant will share goals; and each learning group will conduct a 5-10 minute skit which demonstrates some of the skills learned during the institute).

A letter is sent to students after six months reminding them that their personal and professional goals should be assessed.

Grading for A: Complete all assignments with a grade of CR (credit) and without recycling any assignment; attend all classes except for excused absences and participate in class activities and discussion; develop a comprehensive personal and professional plan which describes putting information into practice; and score a grade of A on the final examination.

Grading for B: Complete all assignments with a grade of CR and recycling no more than two tasks; attend all classes except for excused absences and participate in class activities and discussion; develop a comprehensive plan which describes putting information into practice; and score a grade of B on the final examination.

Grading for C: Complete all assignments in the course outline with a CR and recycling no more than two of the assignments; attend all classes except for excused absences and participate in class activities and discussions; score a grade of C on the final examination.

Grades of "D" and "NC" (F) will be assigned for levels of performance below "C".

North Carolina State University - Raleigh, NC Ronald C. Butler

STUDENT LEADERSHIP DEVELOPMENT SERIES

INTRODUCTION: A pilot Leadership Development Series was developed during the 1985-86 academic year and was implemented on September 2, 1986. A complete description of the series may be obtained by writing to Ronald C. Butler. A brief narrative of the 1987-88 series follows.

THE NEED: Student leadership development is practically non-existent in colleges and universities. A recent nationwide survey by the Center for Creative Leadership, Greensboro, North Carolina revealed that only five hundred institutions of higher education are doing something in the area of leadership education and training. That something runs the gamut from a traditional three-hour credit course in an established academic department to a non-credit extracurricular offering presented one evening a week to local citizens by a technically oriented school. TIME Magazine in a 1979 article entitled, "The Cry For Leadership," stated that leadership was the greatest need facing America in the 80's. North Carolina State University agrees. We believe student leadership training and development should be a significant component of a total experience in higher education, and we have begun to do something about it by creating a pilot leadership program whose sole purpose is student leadership development.

THE PROGRAM: The "Leadership Development Series" for 1987-88 consists of forty-one, three-hour non-credit Leadership Learning Modules which focus on different aspects of leadership. All students may participate, not just student leaders or the relatively few who may register for a credit course. Each module will be offered at least once per semester on a continuing, yearly basis. Approximately 85 sections of the 41 modules will be offered. Students will be free to choose the modules of their choice and may take as many as their time will permit.

All modules will be taught on Tuesday evening from 6:30 to 9:30 p.m. TUESDAY NIGHT IS LEADERSHIP NIGHT. All completed modules will be documented on each individual student's DESCRIPTIVE LEADERSHIP TRANSCRIPT. Fifty individuals who believe in leadership development for all students have volunteered to prepare and present the modules. These people are faculty in academic disciplines, professional administrative staff, and professionals in the Research Triangle community.

THE BENEFITS: Society's need for effective leaders will be enhanced. The Leadership Learning Modules will provide a solid foundation of leadership fundamentals upon which students can increase their knowledge and skills about leadership. Students will have additional opportunities to increase their self-confidence and to promote mutual leadership vitality by sharing information and experience with other students. Students will enter the work force sensitive to the need for leadership at all levels of the organization.

INTENDED OUTCOMES: The overall purpose of the Leadership Development Series is to add to the students' life experiences in the area of leadership training in order that they will be able to anticipate their future professional work and their roles as LEADERS. The University does not claim that participation in the Leadership Development Series will make an effective leader. Becoming an effective leader requires not only the development of conceptual knowledge about the leadership process, which the Leadership Learning Modules are intended to provide, but also considerable training and experience in order to acquire leadership skills. For most people this is a life-long process of learning - about other people, about oneself, and about the world of work.

By participating in various Leadership Learning Modules, students will have an understanding of the modules' content and should be able to use this understanding in real-world situations in their future leadership roles. The University feels confident that the Leadership Development Series provides a solid foundation of leadership fundamentals. Interested and serious students can then build upon this foundation with additional leadership and socialization experiences in the world of work after graduation.

The modules will cover such topics as: Skills of successful negotiation, delegation, and communication; How team development, organizational climate, and cultural differences impact the potential leader; Understanding your own qualities - personality type, creativity, motivation, goals, and values - and using them successfully to become an effective leader; The unique challenges faced by women and minorities as they move into leadership roles; How community growth, international affairs, science, technology, and the world monetary system affect leaders and leadership situations; How to lead effectively in situations involving risk, stress, and conflict.

A NATIONAL MODEL: We believe that no other college or university in the country has approached leadership development training for all students in the manner described herein. From our sharing discussions with other interested institutions, we believe our approach will become a national model for many institutions.

University of California - Santa Barbara, CA Mary Beth Callahan

INTRODUCTION TO LEADERSHIP DEVELOPMENT: ED199

COURSE INFORMATION: 3 Units - Thursdays, 4:00 - 7:00 p.m.

INSTRUCTORS: Naomi Johnson, Director, Activities Planning Center; Ann Hale, Assistant Director, University Center; Mary Beth Callahan, Student Activities Advisor, Activities Planning Center; Bart Verry, Resident Director, Residential Life

This course is an overview of theoretical constructs and practical applications of leadership. Through lectures, readings, discussions, and projects, this course will assist students in developing individual approaches to effective leadership.

GOALS AND OBJECTIVES: 1. To introduce and examine historical, philosophical and theoretical perspectives of leadership; 2. To explore components of leadership skills and organizational behavior; 3. To explore practical applications of leadership theories; 4. To assess and strengthen leadership skills and abilities.

COURSE TEXTBOOKS: Yukl, Gary A., Leadership in Organizations (required); Whetten, David A., and Cameron, Kim S., Developing Management Skills (rec.)

COURSE OUTLINE

WEEK: 1 Review syllabus, discuss assignments; Introduction to Leadership Theories; Identify topics for Week 9.

2 Leadership Theories; Leadership Styles and Assessment.

3 Values and Organizational Culture; Goal Setting and Evaluation; (Identify Case Study Topic); (Leadership Reaction Paper Due).

4 Communication.

5 Team Building; Motivation; Recognition.

6 Group Dynamics; Conflict Resolution.

7 Group Presentations.

8 Group Presentations.

9 Decision Making; Break-Out Sessions.

10 Ethics; Issues in Leadership Today; Course Evaluation and Wrap-Up.

11 (Case Study Paper Due).

METHODS OF EVALUATION
Grades for the course will be assigned by evaluation of the following expectations and assignments:

1. **Class Participation (10%)**

2. **Personal Leadership Style Paper (20%)** -Based on the different leadership theories learned in class, you are to come up with a leadership style that suits you as a leader. (3-5 pages, Due Week 3).

3. **Group Presentation (30%)** -In groups of 5 you will make a presentation to the class of a leader that has made a significant impact on the United States and the world, setting forth their leadership style, and why they played such a significant part in history, focusing on this as a reason for their prominence and success or failure. (40-45 minutes, to be presented Week 7 or 8).

4. **Case Study (40%)** -You will pick a student organization or office on the USCB campus and do an assessment of this unit giving attention to as many of the components and skills learned in the course as possible, critiquing the organization based on information gained in the classroom setting as well as your personal experience. (8-10 pages, Due Week 11).

University of Michigan - Ann Arbor, MI Christine Carlsen-Jones

S.A.I.L. CLASS (Mon./Wed. 2:00-4:00 p.m.) Sociology 389 (3 credits)

Staff: Brad Borland, Chris Carlsen-Jones, Julie Lavrack, & Mary Alice Sullivan of Student Organization Development Center and Belinda Robnet, Sociology T.A.

PURPOSE: Open to all students to increase opportunities for growth and learning for students around knowledge and skills necessary in group and organizational leadership and membership.

LEARNING GOALS AND STYLES: Individuals bring to this course different experiences, goals, and learning styles; the course will respect and utilize these differences. Individuals will articulate their goals and take initiatives to fulfill them. If at any time you experience difficulties in achieving your goals, seek out students and staff to help you.

LEARNING RESOURCES: Your own and other students' and staff members' past and present experiences in organizations; Your own and other students' and staff members' learning goals and energy with regard to leadership and organizational theory and practice; Participation in an organization; Course pack; Your journals, papers, and project; Discussions around concepts, theories, and experiences; Observation and participation in exercises/simulations/role plays.

EXPECTATIONS: Attend every class session, participate actively; Keep a journal interrelating class, readings, and personal experiences, submit 4 times per term; Read your course pack and other reading assignments, discuss in class; Complete project and Sociology papers.

EXPECTED LEARNING OUTCOMES: We expect students of this course to at least be able to: Describe own personal leadership and membership style, strengths and weaknesses; Recognize symptoms of organizational function and dysfunction; Understand the significance of adept communication skills in developing appropriate leader behavior, and begin to demonstrate these skills; Explain how the development of leadership skills improves the effectiveness of the group and how leaders' ability to understand group interaction enables them to be more effective members and leaders; understand the value of taking risks and accepting challenges; Apply principles discussed in class to own organizational experiences.

GRADING: Sociology 389 is credit/no credit. However, a genuine commitment to learning is essential. The staff **EXPECTS ALL STUDENTS IN THIS PROGRAM TO DO 'A' WORK. STUDENTS NOT PREPARED TO MAKE THIS KIND OF COMMITMENT ARE URGED NOT TO ENROLL FOR THIS COURSE.** Instructors will evaluate class attendance and participation, the journal, familiarity with the readings, the project, and the papers.

COURSE REQUIREMENTS: Key learning tool for this course is daily participation in discussions and exercises.

THE JOURNAL: When exploring personal thoughts and feelings, it is often very effective and rewarding to reflect upon and record, in writing, what you're experiencing. Journal assignment each session will be to answer the question on the course syllabus.

EXPECTATIONS: That journals be submitted on time; Use loose-leaf paper so you can continue writing when the instructors are reading what you hand in; Three journal entries per week.

Your home base group facilitator will be reading your journal: feedback will be given for learning (and not for evaluative) purposes.

THE PROJECT: To integrate seminar, organization experience, journal and readings. You will join a small group of other class members to work together on a weekly basis. A paper will be the final product.

SOCIOLOGY PAPERS: In lieu of a final exam, short papers will be assigned to help you synthesize the learning in this course.

A FINAL THOUGHT: Whereas in many university classes the student is responsible for her/his learning only, in this class the student is also responsible for the learning of the other students. Instructors will be encouraging a learning environment in which growth is not only private but also shared and nurtured by all. We are all students: we are all teachers.

SYLLABUS

Sessions

1 Course Overview-Journal assignments will be made on a daily basis. Assignment-complete Myers Briggs Type Indicator and Skill Level Self Assessment. Bring both to Session 2.

2 Group Process Exercise-Read before class: What To Look For In Groups; Summary of Task and Maintenance Functions. Assign speech topic (How have you changed since High School?).

3 Three Minute Speeches (in home base groups)-Read before class: Opposite Kinds of Perception and Judgment.

4 Personal Goal Setting-Read before class: Reasons For Having Goals/Plans; Criteria For Setting Personal Learning Objectives.

COMMUNICATION SKILLS UNIT

5 Listening-Read before class: Communication Effectiveness: Active Listening and Sending Feeling Messages-Wismer; Skills: Listening Is A Learned Art-Stacey Lucas; The Value of Active Listening.

6 Feedback - Giving and Receiving-Journals due next session.

7 Assertiveness-Standing Up for Yourself Without Stepping On Others-Journals due. Read before class: Academics Should Learn the Fine Art of Saying No-Paul Many; Steps to Assertion: A Checklist-Bloom, Coburn, and Pearlman.

8 Public Speaking-Read before class: Where the Tongue Tied Can Get Help-Rice; Speaking Freely-Materka; You Are What You Communicate-St. John; Stage Fright-Louw.

9 Personal Decision Making-Read before class: A Dozen Ways To Enhance Your Decision Making-Partin.

10 Time and Stress Management-Read before class: Get Organized-Paul; Clear Paths Through Priority Jungle, Paper Can Cut Into Efficiency, Delegating Work Can Spell Sanity, Time Crunch, Matter of Survival-Rutherford. **ABOUT STRESS**

Sessions (Cont'd)

11-12 Guest Speakers. Journals due.
13-14 Spring Break.
15 Organizational Assessment-Read before class: Re-read Session 2 Assignment; Some Characteristic Behaviors Found in Productive Groups; Non-Functional Behavior; Characteristics of an Effective Work Group-McGregor; Brewing Up a Great Group Project-DeRieux; Project Assignment Explanation.
16 Group Dynamics-Read before class: The Dynamics of the Group, Role Functions and Performance, Group Characteristics and Their Effects.
17 Teambuilding-Read before class: Off The Cuff: Team Building; An Effective Team-Francis, Young.
18 Group Goal Setting and Decision Making-Read before class: Goal Setting: Making Dreams Come True; Problem Solving and Decision Making-Lawson, Griffin, Donant; Utilizing Human Resources: Individual versus Group Approaches to Problem Solving and Decision Making-Sherwood, Hoylman; Win/Lose Situations.
19 Conflict Management and Negotiation-Read before class: Conflict and Resolution; Handling Group and Organizational Conflict; Conflict Resolution; Getting to Yes-Fischer, Ury.
20 ***SURPRISE***
21-22 Motivation and Delegation; Role Modeling; Working with Volunteers and Friends-Read before class: How To Express Appreciation-Hurst; Motivating Volunteers: What Makes Them Tick-Christensen & Myers; Journals due.
23-24 Running Meetings-Read before class: Making Each Meeting Everybody's Business-Lawson, Griffin, Donant; Variety is the Spice of Meetings; Bridging the Between Meetings Gap; Movie: Meetings, Bloody Meetings.
25-26 University Resources-Individuals from various offices will describe who they are and what they do.
27 Topic To Be Decided Upon By The Class
28 Reports on Group Projects
29 Reports on Group Projects
30 Course Evaluation, Closure, End of Term Party-Read before class: Closure, The Importance of Saying Goodbye.

STUDENT ORGANIZATION DEVELOPMENT CENTER INTERN PROGRAM (for undergraduates)

GOALS OF PROGRAM: To balance learning and service for the interns; To provide opportunities for learning various skills by meshing the interns' needs and office needs; To provide opportunities for interns to share their expertise with others through programming, consultation, and facilitating workshops; To learn and practice organizational development theory; To help with the transition to "real world" experiences.

PARTICIPANTS are selected from applications and interviews; we generally have about 7 interns per term.

TRAINING begins with a two-day retreat covering getting acquainted, goals and plans for the office, expectations of interns and staff working together, description of projects from which each intern selects two or three, Myers-Briggs Temperament Indicator discussion about working together. Training continues with a weekly seminar (see attached).

Overview of Internship Responsibilities and Evaluation Criteria

Internship Responsibilities

I. Training: Weekly Seminars, Staff Meetings, Supervision Meetings, Support Group Meetings, Journal-Several entries per week. 30% evaluation

II. Consultation with several campus student organizations. 20% evaluation

III. Other Projects (select 2 or 3): Leadership Institutes(s); Selection of next term's interns; Writing for Resource Center (newsletter, handouts, etc.); Leader recognition; Assessment for SAIL; Organizing Hall Council training for next fall; Work on development of course packs for classes; Organizing NSIP for next fall; Leadership Conference; Organize SODC Open House for next fall; Coordinate Festifall; Outside requests for conference sessions, retreats; Improvements on 4th floor-SODC bulletin board, calendar, etc. 20% evaluation.

IV. Final Paper (integrating theory and practice) Possible topics: Organizational Development topics related to the internship experience; OD/Consultation case study. 30% evaluation.

OVERALL CRITERIA FOR EVALUATION INCLUDE: Initiative, Attitude/professionalism, Working with others, Accomplishments/productivity, Willingness to learn.

SYLLABUS

Week	
1	Understanding group process-Process observation. Readings: Likert, 1961; Shein, 1979; What to Look for in Groups; Non-functional Behavior.
2	History and overview of organizational development-Role of the consultant. Readings: French and Bell, 1978; Lippitt and Lippitt, 1975; Sherwood, 1972.
3	Consulting with Student Organizations-establishing a relationship. No Readings.
4	Diagnosis and goal setting. Readings: Bowling; Cherry and Stadtman, 1982; Selected bibliography.
5	The workshop as an intervention strategy. Readings: Pfeiffer and Jones, 1973.
6	The workshop as an intervention strategy, cont.
7	Using power and influence in problem solving and decision making. Readings: Sherwood and Hoylman, 1977; Group Decision Making; Group Concensus Guidelines.
8	Conflict management. Readings: Fisher and Ury, 1983, Getting to Yes; Win/Lose Situations.
9	Conflict management and Mediation. Readings: Handling Group and Organizational Conflict.
10	Evaluation and follow-up as part of the consulting process.
11,12	Open
13	Video-taping post test
14	Evaluation of intern program, Closure and celebration.

University of Michigan - Ann Arbor, MI   Christine Carlsen-Jones

ADVANCED SEMINAR IN LEADERSHIP: Wed. 1:00-4:00 p.m., Credit: Sociology 389 (3 Credits)

Staff: Christine Carlsen-Jones, Student Organization Development Center; Nancy Gross, Campus Information Center; Belinda Robnet, Sociology TA.

This class is designed for junior and senior student leaders who have held or currently hold organizational positions of significant responsibility.

The goals of this class are: To challenge students to examine issues, concepts, situations that relate to leadership and organizational development to help students reflect on and learn from their own experiences; to address ethical/moral dilemmas; to assist students in making the transition from campus leadership to professional and community leadership; to prepare for a fast changing environment; to provide opportunities to interact with several university leaders.

CLASS SCHEDULE & READINGS:

RECOMMENDED TEXTBOOK: Frost, Mitchell, & Nord. Organizational Reality; Reports from the Firing Line.

Week

1 Introduction to Course, Getting Acquainted, No readings.

UNIT I: WHAT IS LEADERSHIP? HOW DO PEOPLE BECOME LEADERS?

2 Becoming a Leader-Qualities of Effective Leaders; Readings: Berlew, "Leadership and Organizational Excitement"; from Text pp 46,462,473, 477,486,488.

3 Introduction to Ethics, Value & Dilemmas; Readings: Marks, "How High Are Your Values?; from Text pp 212,222,224,228.

UNIT II: REALITIES & DILEMMAS OF LEADERS IN ORGANIZATIONS.

4 Organizational Cultures & Norms; Readings: Janis, "Group Think"; Phillips & Kennedy, "Shaping and Managing Shared Values"; from Text pp 283,45,64,21,309,496.

5 Power & Politics in Organizations; Readings: Kanter, "Power Failure in Management Circuits"; Kanter & Stein, "Life at the Top, The Struggle for Power, "Life in Politicized Environments"; Kanter, "Empowerment"; from Text pp 63,299,340.

6 Sexism; Readings: Mickelsen, "Maternity, Parent, or No Leave?"; Taylor "Why Women Managers are Bailing Out"; from Text pp 121,177,180,188, 189,190,389.

7 Racism; Readings: "Definitions of Racism"; Feagin, "Types of Discrimination"; Hardiman, "White Identity Development Theory"; Terry, "For Whites Only"; Kochman, "Black & White: Styles in Conflict".

8 Change & the Future of Organizations; Readings: Kanter, "Transformations in the American Corporate Environment, 1960's-1980's; Enright, "Change and Resilience"; Harrison, "Strategies for a New Age".

9 Change & the Future of Organizations, continued; Readings: from Text pp 89,413,581.

UNIT III: RESPONSIBILITIES OF LEADERS

10 Values, Ethics & Dilemmas Revisited; A Leaders Responsibility; Readings: Vandivier, "Why Should My Conscience Bother Me?"; from Text pp 237,445,537,557,599,51,94,386,440.

Week (Cont'd)

11 Social Responsibility-Readings: Business Week, "The Value of Community Service"; Drucker, "Management and the Quality of Life", "Social Impacts and Social Problems", "The Limits of Social Responsibility."
12 Discuss Interviews-No Readings.
13 Balancing Professional & Personal Life-Readings: Kanter, "How the Top is Different"; from Text pp 202,250,270,394,410.
14 Closure & Celebration-No Readings.

GRADING: Sociology 389 is credit/no credit. However, a genuine commitment to learning is essential. The staff **EXPECTS ALL STUDENTS IN THE PROGRAM TO DO 'A' WORK. STUDENTS NOT PREPARED TO MAKE THIS KIND OF COMMITMENT ARE URGED NOT TO ENROLL FOR THE COURSE.** Instructors will evaluate class attendance, participation, the journal, familiarity with the readings, the interviews, and the paper.

COURSE REQUIREMENTS: Students must: Attend seminars, a student will not pass if she/he misses more than two class sessions; Keep up to date with all readings; Actively participate in class discussions; Keep a journal. A minimum of two entries per week - one before class reflecting on the readings and one after class reflecting on class experience. Keep entries on looseleaf paper so you can keep writing when it's been turned in; Interview two community or university leaders using questions generated in class. Report on in class on Week 12, and write a brief paper comparing and contrasting the two interviews, also due same day; Write a final 10 page paper on a topic relevant to the course to be discussed in detail with the sociology TA midway through the term, due on Week 13.

A FINAL THOUGHT: Whereas in many University courses the student is responsible for her/his learning only, in this class the student is also responsible for the learning of the other students. Instructors will encourage a learning environment in which growth is not only private but also shared and nurtured by all. We are all students; we are all teachers.

Catonsville Community College - Baltimore, MD Glen A. Chambers

LEADERSHIP WORKSHOPS-LEADERSHIP TRAINING AT CCC

During each academic year since 1965, the Student Government Association and Student Activities Office have conducted leadership training workshops. The leadership plan includes: (1)"Risking the Cutting Edge I" workshop for leaders; and "Risking the Cutting Edge II" workshop for prospective leaders. (2)STU 101 "Leadership in Small Groups" - 1 hour credit course taught by Glen Chambers (STU 101A). (3)Presidents' Meetings 1 to 2 hour meetings; focusing on budget, communication and publicity, interpersonal communication, etc. (4)"Feel Good About Yourself" workshop for leaders and prospective leaders; "New SGA Council Workshop" for new SGA sophomore delegates.

ASSUMPTIONS CONCERNING STUDENT ACTIVITIES: The program is based on involvement as a major component in the student's education. It provides: (1) Development of leadership skills; (2)Ideal living/learning laboratory to develop and perfect skills as group leaders and members; (3)Group process; decision making; organizational, administrative, bureaucratic and programming skills; (4)Greater understanding and increased competence in leadership, organizational techniques, group process and interpersonal communication; (5)Opportunity to acquire knowledge and related skills in specific subject matter of special interest to students; (6)Development of individual self-actualization regarding self-image and awareness, attitudes, goals, values, social consciousness, intrapersonal relations and thought and feeling.

The goals are to develop: group leader and member skills; opportunities to acquire specific subject matter of special interest; increased competence in leadership, administrative and organizational techniques; decision making, group process, interpersonal communication; critical thinking skills and encourage greater inquiry toward learning and fact finding; the student's capacity for critical decision making and assessment of needs and resources; capabilities to meet communication requirements within the community; capacity for self-actualization; and to enhance: the student's success-oriented behavior toward realizing maximum potential in the community; capability for value, goal, attitude, interpersonal relations and social consciousness development; personal integration of thought and feelings.

LEADERSHIP TRAINING OBJECTIVES are to: increase the leader's skill in dealing with group interaction; teach the leader the use of various leadership techniques; increase interpersonal communication skills; and potential for self-affirmation, self-motivation, self-determination and empathic regard for others; create "fun" activities to help faculty and student leaders become further acquainted on a less formal basis than possible in the classroom.

The workshops, using small groups, experiential teaching/learning techniques, are planned jointly by the Director of Student Life and SGA Workshop Chairperson. The workshop funding is through the SGA budget - $10,400 for the 1986-87 academic year.

LEADERSHIP TRAINING RESULTS: Are the workshops worth the money? Data indicate 90-95% of all those who attend leadership workshops become involved in a major leadership role in some SGA organization within two semesters after attending the workshop.

MAR-LU RIDGE II AND COOLFONT XIII WORKSHOPS: The exercises in the workshops are not intended to be therapeutic, encounter or sensitivity type group experiences. Should you be looking for these kinds of experiences at this workshop, forget it. These experiential learning exercises are not designed to accomplish or provide those outcomes. The exercises focus on what a person has going for himself/herself, his/her own personal resources - rather than on what has him/her hung up. Positive feedback is considered most important. Since most of us are quite expert at identifying our weaknesses and being self-critical, these workshops focus on identifying our resources and potential.

LEADERSHIP IN SMALL GROUPS: STU 101

DESCRIPTION: Students who have been elected or appointed to College or community leadership positions or who anticipate a future leadership role are provided with a series of learning experiences designed to give them a theoretical framework from which to expand their understanding of how persons function in a group leadership role.

OBJECTIVES: Having acquired the knowledge of leadership techniques and skills students will be able to lead a group in a given task and understand and operate comfortably with the knowledge of these strengths and limitations.

TEACHING STRATEGIES: Course objectives will be achieved by lectures, observations, group discussion, individual exercises, guest speakers and assignments outside of class.

LEARNING RESOURCES: Leadership Training Manual. Readings and procedures compiled by the Student Life Staff, 1986-87. College Resources: Red & Black newspaper, Changing Times, Guide to College Senate, SGA Calendar, and Catonsville College Catalog.

COURSE OUTLINE:

Unit 1: Introduction. College Organization, Senate, SGA and Administration.

Unit 2: Leadership Styles and Theory. Trait Theories, Myers-Briggs, Hersey Blanchard Situational Leadership, Position Theories, Group Dynamics, Theory X and Y, Theory C, Theory Z and others.

Unit 3: Meetings. Formal and Informal Agendas, Parliamentary Rules and Procedures and Keeping the Flow.

Unit 4: Duties and Responsibilities. Various Elective and Appointive Offices, Job Descriptions and Motivating Volunteers.

Unit 5: Program Management. Understanding Your Constituency, Philosophy, Purpose, and Objectives and the Right Person for the Right Job.

COURSE OUTLINE: (Cont'd)

Unit 6: Interest Survey. Surveys, Questionnaires, and Sampling.

Unit 7: Problem Solving. Brainstorm, Step-by-step, Team, Creative Thinking Conflicts, Power, Group Cohesion and Trust.

Unit 8: Financial Management. Budget, Purchasing and Fiscal Responsibility.

Unit 9: Evaluation. End-of-meeting, Content vs Objectives, Observation, Sociometry and Value of Evaluation.

Unit 10: Leadership Effectiveness. Training, Using Exercises, Ethics, Facilitating Behavior, Motivation, Assertiveness and Conflict Resolution.

REQUIREMENTS: Students are expected to develop a project (group or individual), write a report on the project or give an oral report on the project to the class and attend each seminar session. Project (1) 100 pts. max. Final (1) 100 pts. max. Class participation (20) (5 pts. per class) 100 pts. max. College involvement (20) (5 pts. per participation in any event sponsored by the College, a College department or SGA activity). (Must submit ticket stub or program to instructor as proof of attendance. All events are listed in the SGA Calendar, Changing Times, and Red & Black. A=300 pts. B=250-299 pts. C=200-249 pts. D=150-199 pts. X=below 150 pts.

Ripon College - Ripon, WI Jack M. Christ

THE LEADERSHIP STUDIES PROGRAM

The Leadership Studies Program at Ripon College was founded in 1979. It consists of two interdependent enterprises: an interdisciplinary academic program and a Leadership Institute devoted to research, production of educational materials, and communication with individual leaders and organizations.

The academic program features six courses within the Leadership Studies Department and supporting courses within the Departments of Anthropology, Sociology, Economics, History, Philosophy, Politics and Government, Psychology, and Speech Communication. A three-credit introductory course in Leadership Studies, "Leadership, Organizations, and Values," is a prerequisite to upper-level courses within the Department. Three-credit sophomore courses are offered on "Effective Organizations" and "Biographical Studies." Junior offerings include an independent-study or team-project internship ranging from two to five credits and a three-credit course on "Strategic Planning." A three-credit variable-topic senior seminar completes the curriculum of the Leadership Studies Department. Students can elect a minor in Leadership Studies comprised of courses from the eight participating departments or design a customized major in Leadership Studies in collaboration with the Program Director. Course enrollments within the Leadership Studies Department total 65 each semester, and fifteen students are enrolled as minors or self-designed majors at any given time.

The most significant projects of the Leadership Institute have been development of an archive of in-depth tape-recorded autobiographical interviews with leaders in virtually all walks of life; production of the "Leadership Skills and Values" series of videotapes for distribution to secondary schools and colleges; and a series of conferences and visiting speakers. Students within the Program, particularly those enrolled in the junior-level internship, are significantly involved in the work of the Leadership Institute. They conduct research, interview prominent leaders for the archive of autobiographical interviews, and help to produce and edit videotaped materials for the "Leadership Skills and Values" series.

The "Leadership Skills and Values" series of videotapes includes sixteen programs completed or currently in production. Each program features interviews with prominent leaders, dramatizations, background footage shot on location in organizational settings, and special graphic or video effects.

LEADERSHIP STUDIES

Interdisciplinary courses in leadership studies are designed to introduce students to the dynamics of groups and organizations and to the roles and responsibilities of leadership in a variety of contexts. Since expertise in the relevant field of endeavor is one aspect of leadership, course offerings in leadership studies are meant to supplement the knowledge of a particular field provided by a student's major.

Some Courses Offered Are:

110.Leadership, Organizations, and Values.(Three Credits)
Introduction to leadership study in relation to considerations of human values. The course will summarize leadership study in various disciplines such as psychology, sociology, philosophy, economics, politics and government, management, and communication. Historical and biographical case studies of organizations and individual leaders will relate this material to questions of human values. Reciprocal roles and interdependencies between leadership and followership will be stressed. Lectures, discussion, papers, and group projects.

221.Effective Organizations.(Three Credits)
Group dynamics, innovation, change, and effectiveness in relation to leadership issues and problems. Longitudinal and comparative case studies from a variety of historical eras and cultural contexts, but mostly from contemporary American organizations, form the primary substance of the course. Lectures, discussion, papers, and group projects. **Prerequisite: Leadership Studies 110 or consent of the instructor.**

231.Biographical Studies.(Three Credits) (Offered in alternate years)
Traditional biographical and contemporary psychobiographical approaches to individual leaders in various walks of life, historical eras, and cultural environments. The development of character and personality will be stressed in order to investigate individual values and goals as they are expressed through group action. Lectures, discussion, papers, and group projects. **Prerequisite: Leadership Studies 110 or consent of the instructor.**

320.Internship.(Two to Five Credits)
Guided participation in a research project related to the Leadership Institute. Such projects typically involve research, writing for publication, interviewing prominent leaders, conference development, and management of institute enterprises. All students will submit written reports at the conclusion of internship projects. **Prerequisite: Leadership Studies 110 or consent of the instructor.**

U. S. Air Force Academy - Colorado Springs, CO   Lt. Col. Bill Clover

EFFECTIVE LEADERSHIP DEVELOPMENT

The successful development of leadership abilities at the U.S.A.F. Academy rests on the premise that hands-on practice in leadership situations is the best method for developing leaders. The Academy and the cadet squadron environment are ideal for providing this leadership practice. To develop those leadership abilities, however, a cadet needs more than a designated leadership position in the squadron or in a summer program. The Academy uses a proven and effective approach to developing leadership:

a. First, cadets are taught the theory behind leadership principles in the classroom. Core courses such as Behavioral Science 220 and 330 and Management 203 provide this required foundation.
b. Then, all cadets have opportunities to observe correct applications and to practice the leadership theory.
c. Finally, cadet leaders are given the opportunity of practicing in both structured and unstructured situations. Here, the entire First Class Senior cadet year provides leadership opportunities through cadet officers running their squadron, group, and wing.

A brief summary of the terminology used and the structure of the Academy might be helpful in understanding more fully the description of the leadership development program(s). The Air Force Academy enrolls approx. 4500 students (cadets). The classes are arranged in ascending order--the Freshmen class is known as the Fourth Class; the Seniors are Firstclassmen. The day-to-day operation of the Wing (entire student body) is done by the cadets themselves; those with significant positions of responsibility and authority hold various military ranks and might generally be referred to as "cadet officers." The Cadet Wing consists of four units (approx. 1100 cadets) called groups; each group consists of ten squadrons (approx. 110 cadets). The squadrons are further broken down into four flights of some 25 cadets each. A hierarchy of cadet officers operates the wing. Additionally, each squadron is supervised by a commissioned officer (generally a captain or major) called an "Air Officer Commanding" (AOC). The military training and development activities of the Wing are the responsibility of the Commandant of Cadets (a brigadier general). The AOCs work for the Commandant.

The structure of the academic portion of the Academy is quite similar to that of a typical college. All instructors are uniformed military officers who have graduate degrees and hold academic rank; there are generally 5-6 visiting civilian professors who serve on the faculty for a 1 year period. The chief academic officer is the Dean of the Faculty who also holds the rank of brigadier general. The "President" is generally a lieutenant general whose title is "Superintendent."

A few other terms warrant defining: PMT(Professional Military Training) responsibility of the Commandant's staff; ATM(Academy Training Model) a model that depicts the philosophy and values that pervade all training done at the Academy; BCT(Basic Cadet Training) given the summer prior to fourth class year; SERE(Survival, Evasion, Resistance & Escape) Training given at the completion of the fourth class year; ATC(Air Training Command) the major command of the Air Force responsible, among other things, for the majority of training of new entrants into the Air Force; TAC(Tactical Officer) the West Point (U. S. Military Academy) equivalent of the AOC; Dash One-The written document that guides the military training and development of cadets; MPA(Military Performance Average) a measure of military performance conceptually comparable to the grade point average; CIC(Cadet In Charge) the cadet who is responsible for some activity or group.

The Commandant's leadership development programs offer both leadership skills training and leadership opportunities. Leadership development is an Academy-wide responsibility and consists of a cadet's experiences from BCT to graduation. Although the Commandant's programs provide some theory, they focus primarily on leadership skills development and leadership application opportunities. The Professional Military Training (PMT) Program is designed to provide leadership skills development to all cadets through a formal, integrated four-year course. Fourth Class (Freshman) PMT focuses on developing followership skills, an understanding of Air Force and USAFA heritage, and an appreciation for professional military values. Third Class (Sophomore) PMT concentrates on preparing Third Class cadets for increasing responsibilities through an OJT-approach to such skills as instructing, inspecting, evaluating and providing feedback. Third Class cadets also learn the Academy Training Model (ATM) process of setting expectations, teaching skills, providing feedback and consequences for both positive and negative behavior, and encouraging growth. The bulk of leadership skills development, however, occurs through Second Class (Junior) PMT in which cadets develop specific leadership and supervisory skills, such as controlling, leading within constraints, and working with poor performers. This program provides the cadet the skills needed to carry out their duties as cadet officers during their final year. The First Class PMT program focuses on applying previously learned leadership and supervisory techniques in cadet officer positions, and transitioning effectively into active duty as a lieutenant. Cadets have their greatest opportunity to apply leadership skills as cadet officers through their squadron responsibilities. Additionally, the numerous summer programs (such as BCT, SERE, and ATC leadership) offer significant leadership opportunities for our cadets.

The above leadership opportunities are most effective when they provide sufficient time for the cadet to practice leadership skills and to receive personalized feedback and performance evaluations. Cadets must have the opportunity to respond to suggestions, try new approaches, and refine skills in order to effectively develop their leadership abilities. For example, the AOC who prebriefs and debriefs cadets on job performance with specific critiques on the cadet's leadership effectiveness is successfully applying these principles. To make a leadership opportunity work, the cadet leader must be given clear examples to follow and model, and instructors must observe progress and give expert feedback.

The Air Force Academy has several new initiatives designed to give cadets expanded opportunities to apply leadership theory.

a. The DASH ONE, a guide to cadet training and development, gives examples of types of training and correct training procedures through an integrated approach over all four years. This guide enhances leadership development by showing cadets examples of leadership opportunities in specific military training, athletics, and academic situations while laying out the strategy that training will take each year.

b. The PMT program is also helping to better prepare cadets for their leadership positions. As an example, during "Operational Squadron," Second Class cadets receive feedback on the squadron's performance from the First Class and then, based on these lessons learned, prepare an operations plan for running the squadron the following year. Cadets must think through the command and control of all aspects of the squadron mission, such as training or athletics, and are thus better prepared to take advantage of their leadership opportunities as cadet officers.

c. Both the Commandant's and the Dean's Staff work closely together to conduct a two-day Commanders' Leadership Enrichment Seminar each semester. This helps cadet commanders improve their leadership skills, work together as a cohesive team, and see opportunities for enhancing squadron effectiveness. In addition, they focus on specific squadron problems and develop approaches for correcting them.

d. More AOCs are now "making time" to debrief element leaders. They ask pointed questions on element member's status and give the element leaders specific feedback on how to improve their leadership effectiveness. The same process is used with key staff and intramural coaches.

e. A former AOC and the USAFA Exchange TAC at West Point has written a Guide For New AOCs. It gives specific examples of leadership opportunities and tips on improving leadership development in the squadron. This guide helps AOCs recognize and prepare leadership opportunities for each cadet, which facilitates their leadership development.

f. BCT Cadre Prep and Academic Year cadet training stress the behavior modeling approach through ATM to help cadets improve their skill, understand and accept their training role and responsibilities, and benefit more fully from an exceptional leadership opportunity.

There are many other programs at the Academy which also give cadets hands-on leadership application. Each intramural practice and game is an effective hands-on leadership opportunity if pre-brief and post-brief critiques are conducted. Wing and group staffs have an opportunity to receive additional leadership training which can make them more effective as a staff. Extracurricular activities, clubs, organizations and CIC positions also provide excellent leadership opportunities. In short, any activity which supports the squadron mission and which requires planning, organizing, and directing (e.g., social activities, squadron competitions, squadron trips, etc.) can be effectively used in the cadet leadership development process. The key ingredient in making these opportunities as effective as possible is feedback and suggestions.

The area which has the potential for bringing about the greatest positive change in cadet leadership development is training our staff to help cadets recognize, take advantage of and learn from all available leadership opportunities. By the time cadets complete their Second Class year, they have been exposed to the requisite leadership principles and have had hands-on practice in structured, military situations. To make the process complete and successful, each cadet needs personal feedback on how effectively leadership skills are being applied. Cadets, in general, do not recognize leadership opportunities which permeate all aspects of squadron operations. Therefore, officers must facilitate these opportunities before, during and after each event. Academy officers recognizing leadership opportunities can help cadets learn from their experiences and develop the leadership skills we want them to have on active duty.

LEADERSHIP CORE COURSES-TAUGHT THIRD CLASS (SOPHOMORE)

LEADERSHIP IN ORGANIZATIONS-Beh Sci 220: One of two 1/2-semester "endangered species" leadership offerings, this sophomore level class introduced the academic traditions of leadership. In its final version it attempted to demonstrate through various films, readings and applied situations drawn from cadet experiences that the traditional leadership theories could provide a foundation for improving leadership effectiveness. Rather than being left with the impression that leadership is something that all cadets must have simply because they were selected to attend this institution, the course suggests that a simple diagnosis of the characteristics of the leader, the followers and the task to be accomplished can have significant results in leader effectiveness.

LEADERSHIP IN SMALL GROUPS-Beh Sci 330: The second of the core dyad, this junior level offering continues the pursuit of leadership. It examines the interpersonal context of leadership and supervisory behavior, emphasizing those attitudes and skills which contribute to constructive interactions with others. Subsequent to an overview of personality dimensions relevant to interpersonal behavior, students are introduced to such topics as communication theory and skills, social influence, and the nature of group interaction.

LEADERSHIP CONCEPTS AND APPLICATIONS-Beh Sci 310: This full-semester course is designed to replace both of the previous courses, and will more directly move the student from fundamental understanding of behavioral science concepts (as presented in the Introductory Psychology course) to a broader appreciation of the concept of leadership. Using both directed lectures and experiential exercises, this course will examine leadership from a variety of perspectives including leadership in both formal and informal settings and at the personal and organizational levels. The objectives are to enhance each cadet's understanding of concepts and theories of leadership in ways that contribute to their applicability in practice. Approximately 1/5 of contact time is devoted to exercises which demand a variety of leadership skills and which complement understanding of basic theory.

AN UPPER CLASS ELECTIVE-Beh Sci 464: Through use of classroom theory and hands-on practical experience in applying OD concepts, BS 464 helps student sharpen leadership skills by giving them an appreciation of the organization change process, the factors which can cause resistance to change, and how to overcome these factors. From the experience of data gathering and diagnosis in the client organization, students get a behind-the-scenes view of organization life and a heightened awareness of some of the factors which affect organization health. Since systems thinking is stressed, students learn the importance of considering all subsystems in making decisions.

Understanding the change process, gaining experience in diagnosing organizational climate and developing a systems perspective in decision making are tools provided by 464 which will enhance students' ability to function in leadership roles.

A SAMPLE LETTER DESCRIBING THE SKILLS TRAINING PROGRAM NOMINEE

To: CWDS-AOC

The purpose of this letter is to give you the opportunity to nominate a cadet from your squadron to be enrolled in the Skills Training Program (STP). STP is designed to help cadets whose poor interpersonal skills have contributed to their being placed on Aptitude Probation. These are cadets who need help with skills, not just poor conduct or attitude problems. This program involves a large commitment on the part of the AOC and cadet supervisors as well as the cadet. Please understand the extent of your obligations, which involve periodic evaluations and feedback to the individual, before recommending this individual for STP.

The cadet you recommend for STP should be a second or third classman on aptitude probation who has interpersonal skills which have negatively contributed to how the cadet is perceived in the squadron. At this time, we are only accepting one cadet from each squadron for STP.

Please provide us with the following data and complete the attached rating sheet and return it to DFBLC not later than _____(date)_____________.

a. STP Candidate-(1) Name:__________________(2) Class:__________________
b. Please provide the names of the two cadets from your squadron who will be the MPA raters for this STP candidate-(1) Primary rater:____________
(2) Additional rater:____________

Be advised that these two raters will be required to attend two of the STP sessions to provide feedback to the STP cadet. These individuals and you will be advised of the dates when the STP sessions will be held.

Thank you for your support and commitment in helping this individual improve through STP.

FLIGHT SPECIALISTS

PURPOSE: The purpose of Flight Specialists is to provide short-term retraining, remotivation, and redecision support to the basic cadet who is performing unacceptably due to physical or aptitude reasons or who is considering resigning. The Specialist also provides peer counseling support to those basic cadets who wish to see someone outside their chain of command.

PHILOSOPHY OF TRAINING: The Flight Specialist's role will be explained to all basic cadets during their first week at the Academy. Specialized, one-on-one attention to a basic cadet provides the best chance to learn and practice new skills, proceed at a more personalized pace, have closer supervision, and develop more positive self-esteem. The Flight Specialist makes it possible for the basic cadet to decide about becoming an effective cadet or leaving the Academy. Using peer counseling support, the Flight Specialist provides an opportunity for the basic cadet to talk to someone outside the chain of command about personal problems without feeling incriminated when it comes time for rating. Peer counseling is extremely effective in keeping a basic cadet's minor problems from escalating. By providing one-on-one tutoring support, Flight Specialists should free the chain of command to spend more time improving middle-of-the-road cadets' performances. Finally Flight Specialists provide a consistent training and counseling standard, ensuring that any basic cadet who is considering resigning has had the fairest opportunity to succeed at the Academy.

JOB STRUCTURE: Flight Specialists are a committee whose Officer-in-Charge (OIC) is a professional counselor from DFBLC abiding by the requirements in "Command and Control of the Committee OIC." There is a Cadet-in-Charge (CIC) and an Assistant Cadet-in-Charge (ACIC) of Flight Specialists assigned to Group Staff. The CIC maintains the rank of Cadet Major, the ACIC will be a Cadet Captain. Each BCT flight will have a Flight Specialist who works with the chain of command, with the rank of Cadet Captain or Cadet Master Sergeant. While Flight Specialists work through DFBLC, they are under the direct control of the Squadron AOC (e.g., AOC will approve all passes, etc.).

JOB DESCRIPTION: The Flight Specialist Cadet-in-Charge and Assistant Cadet-in-Charge attend all necessary Group Staff functions and liaison back to the Flight Specialists. The CIC has cadet committee responsibilities for the Flight Specialists. The ACIC assumes this role in the CIC's absence.

LEADERSHIP AND ORGANIZATIONAL FEEDBACK

SUPERVISORY FEEDBACK: Starting in the summer of '85, every cadet supervisor who supervised five or more cadets was provided with private feedback. This feedback is designed to support the ATM. Each semester a major survey was administered which assessed: Squadron climate, perceptions of the Air Officer Commanding, and perceptions of each cadet's primary supervisor. Each cadet's primary supervisor is rated on the dimensions which make up the ATM (consequences, feedback, growth, positive motivation, expectation). As soon as possible, after the survey is completed, feedback is sent privately to each cadet supervisor on whom we have received at least five (5) subordinate responses. Cadet supervisors receive information on each dimension concerning how they were rated by their subordinates. Additionally, they are provided with data which show the overall Cadet Wing averages on each of the dimensions. In this way, the key issues involved in the Academy Training Model were kept salient to the cadet wing and to reinforce the leadership training skills involved.

LEADERSHIP FEEDBACK TO COMMANDERS: As part of the Cadet Leadership Enrichment Seminar (CLES) for Cadet Squadron Commanders, leadership feedback is provided to each Squadron Commander. This feedback is based on the perception of the ten (10) key staff members who work for each Squadron Commander. The feedback covers many of the same areas covered in the ATM feedback. Additionally, it covers dimensions subsumed under the label of transformational leadership (i.e., charisma, inspiration, intellectual stimulation, and individualized consideration). Cadet commanders are given private feedback concerning their own scores on these and other dimensions. Additionally, they are allowed to compare themselves against the Wing averages as well as all the scores of individual cadet commanders. (Scores of each commander are coded to preserve anonymity.)

Trenton State College - Trenton, NJ
Patrice Coleman-Boatwright
with Graduate Assistants

Leadership Development Program
DYNAMICS OF LEADERSHIP-Spring Human Relations Dept., Course #250

The Leadership Development Program (LDP) provides on-going leadership and management training to students, their organizations, advisors, and faculty at Trenton State College. LDP offers many services, including consultations, training, and leadership retreats, to facilitate the growth and understanding of leadership and management skills throughout the campus community. As part of the LDP, Trenton State College offers a fall and spring course on Leadership dynamics. The fall course is specifically geared towards residence staff, spring to anyone as an elective - but limited to 25 people. Instructors are student development staff.

COURSE OUTLINE (Meets weekly 1:40 - 4:20 PM)
1. Overview/Group Building; 2. * Leadership Theory; 3. Personal Styles & Values Clarification; 4. *Organizational Development & Goal Setting. Topic for Organizational Observation Due; 5. Group Dynamics & Group Communications. Topic for Paper Due; 6. *Effective Listening Skills/Giving and Receiving Feedback; 7. Meeting Management & Delegation; 8. MID TERM 9. Decision Making/Problem Solving; 10. *Motivation; 11. Dynamics of Power Papers Due; 12. *Conflict Resolution; 13. Ethics and Professionalism; 14. Multiculturalism; 15. The Creative Process; 16. FINAL & Course Evaluation.
*Guest Presenter

COURSE ACTIVITIES

Organizational Diagnosis Paper: Select an organization, agency or department, etc. and provide an in-depth diagnosis of the organization based upon the context of the course (25% of final grade). In diagnosing the organization you will write about, please consider: Goals of the organization; Leadership (style); Organizational development; Modes of communication; Decision making; Motivation (productivity and cohesion of organization); Problem solving; Use of delegation; Planning; Evaluation; Power; Conflict resolution. You may determine the length of your paper and utilize any resources you need (Leadership Resource Center, etc.). Please attach any instrumentation tools (evaluation forms, surveys, etc.). Mid-Term Exam: will cover topics from class, readings, and presentations (20% of final grade); Organizational Observation & Critique: Attend 3 or more meetings of an organization of which you are a member or which you have an interest in critiquing; select a class topic (such as organizational communication, personal styles, etc.) and observe how the organization functions with regards to this topic. Interview members, assess the dynamics of the group, etc. This makes it possible to criticize the group with specific recommendations relating to their problems. These recommendations are presented in class (20% of final grade); Class Participation: Because of the importance of involvement and participation in class, attendance must be consistent (15% of final grade); Final Exam: will cover all of the material related to the course (20% of final grade); Extra Credit: An option of extra credit is available for those students interested in raising their overall grade. (a) Leadership Training Series. Attending 5 Spg. Seminars or (b) Attending the Leadership Conference sponsored by LDP or (c) Participating in the Spring Leadership Retreat.

TEXTBOOKS Effective Management of Volunteer Programs; Survival Skills for Managers, M. Wilson.

LEADERSHIP RETREATS-Each year during the fall and spring semesters LDP sponsors a Leadership Retreat to the Poconos to acquaint members of student organizations with leadership theory, skill development, and other student leaders. Specific sessions address many aspects of leadership and management development such as: communication, marketing, and group dynamics. Registration for retreats is limited to three individuals per organization with a nominal fee covering transportation, meals, lodging and instruction costs.

CONFERENCE AND TRAINING SERIES-LDP sponsors an annual Leadership Conference at Trenton State College along with the Association of College Unions-International. Student leaders are invited from over 100 colleges in the tri-state area to share their leadership experiences and ideas. The Leadership Training Series is a semi-annual service provided by LDP. Session topics, including "Time Management", "Communications Skills" and "Marketing Your Organization", are designed to promote the development of effective leadership skills. Sessions vary from semester to semester.

CONSULTATION-Leadership Development Facilitators are available to provide consultation and present specific training programs to student organizations. Organizations can learn effective strategies for improving organizational health with LDP's consultation services. Trenton State College and LDP acknowledges the outstanding efforts of students and the importance of leadership development. LDP assists in the organization and presentation of several awards and recognitions.

University of Texas - El Paso, TX
Division of Student Affairs

Julie Conyers

STUDENT LEADERSHIP DEVELOPMENT

The development of leadership qualities of its graduates has long been an important function at American colleges and universities. For the most part this has been accomplished informally through extracurricular participation in clubs, activities, and organizations. The University of Texas at El Paso, however, has a unique program designed to aid in the development of leadership qualities. This program uses a system of workshops, retreats, seminars, and self-paced learning experiences to enhance three essential leadership qualities: creativity, managerial skill, and good judgement.

THE LEADERSHIP PROGRAMS

The university's approach to leadership development consists of five individual programs, each with special aims and procedures: (1) Leadership Retreats and Seminars; (2) Leadership Consultation Services; (3) A Freshman Leadership Development Program; (4) Noon Leadership Development Workshops; and (5) A Peer Facilitator Training Program. Each program utilizes the expertise of campus leaders--student, faculty and staff--as well as local, state and national leaders.

Retreats and Seminars: Leadership seminars are held periodically each year. A leadership development weekend retreat in the mountains is held, yearly, in the late summer or early fall. These seminars and retreats assist student leaders, selected new students, staff and faculty in personal growth and leadership skills development and applying these skills in an organizational context not only while at The University of Texas El Paso but also in future career settings. Opportunity for in-depth training is offered in such areas as: organizational goal-setting, values clarification, organizational planning, time management, conflict resolution, and leadership styles.

Consultation Services: The Leadership Consultation Services offered by the University are a series of seminars, workshops and self-paced learning experiences available to all registered student organizations, as well as to other university programs, departments, and classes. They are designed to give student leaders help with organizational problems as well as teaching them useful new skills. To increase the accessibility of these workshops, Leadership "On-Your-Turf-Training" was designed to conduct workshops as part of an organization's or University class's or department's regularly scheduled meetings. Thus, the name "On-Your-Turf-Training." Over 20 areas are covered including Conflict Resolution; Program Planning and Implementation; Time Management; Meeting Management; and Group Dynamics. A complete list of topics as well as the procedure to make use of this service is available through the Leadership Office. Students and organizations are encouraged to review this list and request any additional programs they feel necessary.

The Leadership Office is open 8:00-5:00 for individual consultation. As a convenience to the student who needs timely written information, the Leadership Office has one-page handouts covering subjects ranging from "Goal Setting" to "Tips on How to Communicate More Effectively."

Freshman Leadership Development Program: The Freshman Leadership Development Program is designed to introduce a selected group of freshmen students to the concerns, issues, and styles of leadership as seen in a variety of real settings. This in-depth analysis takes place in a series of weekly meetings throughout a semester. In these meetings, students discuss literature dealing with different aspects of leadership, participate in skill-building workshops, and listen to selected speakers. All of the speakers are recognized leaders in their fields who attempt to capture the flavor and excitement of leadership. In this way, freshmen students are exposed to the background concepts and literature of leadership as well as to practical leadership techniques, problems and rewards. Additionally, they should develop close friendships with peers in the program; develop a sense of community, feeling a part of the University; and identify/utilize campus resources that will enhance their leadership skills.

Peer Facilitator Training Program: Peer Facilitators are trained to help teach leadership skills to their peers through experiential training --presenting lecturettes, structured experiences, role plays, and written instruments to fellow participants for critique. These selected students learn to design, plan, present, and/or facilitate leadership workshops and seminars. Student facilitators for other leadership activities are selected from this group. Applications are available in the Leadership Office for interested students with a 2.0 GPA.

Noon Leadership Development Workshops: A series of noon workshops are offered on Tuesdays each semester in The Ray Room, 309 Union East, from 12:30 to 1:30 p.m. The subject varies according to expressed need; included have been such topics as: "Becoming As Great As You Can Be--Self Concept and Personal Goal Setting," "What Makes People Tick--Motivating Others and Self Motivation," "Stress Management," "Communication Skills Development," "Assertiveness Training," and "Role of a Leader: Getting the Job Done Well and By the Deadline." The noon workshops are open to the entire campus community and enhance the other leadership programs.

A Retreat: "CREATIVE LEADERSHIP" WEEKEND for STUDENT LEADERS
Starting Friday afternoon - concluding Sunday afternoon

Activities Agenda Includes:

Taking creativity test (about 15 mins);
Reading "Imagination" booklet;
Reviewing goals and objectives of weekend;
Reviewing agenda and locations for activities;
Reviewing "journal" entries to be made;
Reviewing camp rules;
Introducing presenters, facilitators,
    and operations crew

On Saturday - various movies are shown, simulations undertaken to foster creativity.

Queens College - Charlotte, NC Salene Cowher

QUEENS COLLEGE LEADERSHIP PROGRAM, January, 1987

Courses relate to Stages One and Two of the Queens Career Center Model: "Self-Discovery", "Career Discovery", "Decision-Making", and "Jobs: Stepping into the Future".

FRESHMAN LIFE SKILLS: deals with Stage One, "Self-Discovery", with the following objectives: to understand and improve her method of communicating with and relating to others; to develop skills in real-life activities and projects; to assist in means to continue the self-discovery process throughout her life.

Procedures include: presentations by experts in key communications skills areas; experiential activities involving a large-group-to-small-group format in each skill area; project activities, supervised by group leaders, involving "hands on" experience in a combination of skill areas; supplemental readings via the text, Joining Together (Johnson and Johnson) and pertinent bibliographies and handouts; ongoing and final evaluations, including written journals and formal evaluation forms.

CAREER PLANNING: "Career Planning" deals with Stage Two, "Career Discovery". Stage Three, "Decision-Making", is also addressed. The focus is to guide the student through an exploratory process in which she can determine (1) her major field of study and/or (2) what occupation she would like to pursue in her chosen field of study.

Objectives are: to assist the student in gaining additional awareness of skills, values, interests, and decision-making styles, and to study about careers; to develop skills in researching jobs, interviewing, and resume writing; to use her developing skills in real life activities and situations; to learn more about the role of women in the workplace.

Procedures will include: presentations by group leaders in relevant skill areas; experiential activities involving group and individual exercises; required readings as assigned; ongoing and final evaluation, including written journals, reports, assignments, and formal evaluation forms.

LEADERSHIP INTERNSHIP: An integral component of the Leadership Program is the Leadership Internship. Its purpose is to assist students in building mentor relationships with working professionals to learn about successful leadership styles. They can also discover more about the structures and environments of occupational interest areas.

Program Objectives are: to increase awareness of changing opportunities for women in society; to develop the capacity for personal goal setting; to explore career options and the job market; to understand the world of work.

The Leadership Internship will allow students to specifically examine the following: Career and Life Planning; Understand the Organization; Leadership and Management.

The student who participates in the Leadership Internship must complete 120 hours of work at the internship site during three weeks in January.

Other responsibilities of the intern include:

- attend Leadership Internship informational meetings.
- completion of a daily journal to include specific activities engaged in, thoughts, and feelings about the internship and information learned.
- completion of a summary of a directed reading as suggested by the mentor.
- participation in the intern/mentor reception hosted by the Career Center prior to January term.
- attendance at an interns' meeting during the second week of January for the purpose of discussing and sharing internship experiences with other interns.

OTHER LEADERSHIP OPTIONS

Queens students may also participate in other leadership-oriented experiences during January. These include Outward Bound, the Women and Public Policy Seminar, Life Skills, Small Group Leadership and Study Tours.

Evaluation: Students are evaluated on a Pass/Fail basis. Personal journals and attendance form the basis for this evaluation.

NOTE: Since all traditional-aged undergraduates in the College of Arts & Sciences are required to complete two leadership units prior to graduation this specialized experience impacts greatly upon the personal and intellectual development of the student body at Queens College.

Colorado College - Colorado Springs, CO Thomas E. Cronin

POLITICS 203: POWER, LEADERSHIP AND GOVERNANCE IN AMERICA

Thomas E. Cronin holds the chair in Leadership at Colorado College, Colorado Springs, CO. The course described is one he taught as Visiting Professor of Politics, Woodrow Wilson School - Princeton, NJ. It contains many of the components he includes in his courses and presentations.

The purpose of this course is to develop and encourage a better understanding of power, leadership, and governance in the United States. Although this is an introductory course, it will not be a survey of American government. Instead, it focuses on major concepts and theories about how we have designed our political system. Government, it is often pointed out, is always government by the few. The question is whether the few govern, lead and exercise power on behalf of the few, or the many.

Debates over power and leadership are as old as our Republic. Alexander Hamilton, at our 1787 Constitutional Convention, observed that "men love power. Give all power to the many, they will oppress the few. Give all power to the few, they will oppress the many. Both therefore ought to have power, that each may defend itself against the other." And listen to Princeton's own James Madison: "The essence of government is power, and power, lodged as it must be in human hands, will ever be liable to abuse."

Basic questions must be raised. How do we define power, authority and leadership? Are they the same? Who governs? And with what resources and for what ends? Who gains power and how? What do they do with it? What about the powerless? How do we hold leaders and those with power to account? Should power be distributed differently? What are and what should be our theories of leadership and governance? How do American values about freedom, capitalism and political equality affect our attitudes and evaluation of power, leadership and governing arrangements?

COURSE OBJECTIVES

To explore major theories of leadership and power in America; to read and discuss notable studies about power, ideology and governance in America; to review and reconsider diverse models or theories of leadership and governance in America to debate these theories; to view and analyze films and documentaries on power, authority and leadership styles; to encourage students to develop their own theories about power and leadership; to examine what it is leaders do and how we are governed.

READINGS

All readings must be done prior to weekly precept discussions of the readings. Course requirements--especially in this course--necessitate a careful reading of all assigned books and essays and quality participation in class discussions and debates. The following books are to be purchased.

Saul D. Alinsky, Rules for Radicals: A Pragmatic Primer for Realistic Radicals
Robert J. Ringer, Restoring the American Dream
Robert A. Dahl, Who Governs? Democracy and Power in An American City
William G. Domhoff, The Powers That Be

READINGS: Continued

Samuel P. Huntington, American Politics: The Promise of Disharmony
Bruce Miroff, Pragmatic Illusions: The Presidential Politics of John F. Kennedy
David R. Mayhew, Congress: The Electoral Connection
Anthony Lewis, Gideon's Trumpet
Robert A. Caro, The Power Broker: Robert Moses and the Fall of New York
Timothy Crouse, The Boys on the Bus: Riding with the Campaign Press Corps

A small number of essays will be placed on reserve and will be assigned in connection with some of the shorter books or as part of the mid-term or final exam process.

RECOMMENDED READINGS

James MacGregor Burns, Leadership
Warren Bennis and Burt Nanus, Leaders: Strategies for Taking Charge
Lester Selznick, Leadership in Administration
Michael Macoby, The Gamesman
Abraham Zaleznick, Power and the Corporate Mind
C. Wright Mills, The Power Elite
Leonard and Marle Silk, The American Establishment
Bertrand De Jouvenal, On Power
Steven Lukes, Power
Benjamin Barber, Strong Democracy
Rosabeth Kanter, Men and Women of the Corporation
John Gavanta, Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley
Alex Haley, ed., The Autobiography of Malcolm X
William Golding, The Lord of the Flies
Thomas R. Dye, Who's Running America?
Charles Murray, Losing Ground
Michael Harrington, The New American Poverty
Richard Edwards, Contested Terrain: The Transformation of the Workplace in the Twentieth Century
Paul Sniderman and Michael Hagen, Race and Equality
Jennifer Hochschild, What's Fair?
Benjamin Page, Who Gets What From Government?
Milton and Rose Friedman, Free to Choose
Richard Neustadt, Presidential Power
Roger Fisher and William Ury, Getting to Yes
Robert Tucker, Politics as Leadership
Machiavelli, The Prince
Sophocles, Antigone
Richard Kluger, Simple Justice
Lester Thurow, Zero Sum Solution
Harold Lasswell, Politics: Who Gets What, Where and How?
V. O. Key, Jr., Public Opinion and American Democracy
Walter Lippmann, The Public Philosophy
Edward Baufield, Political Influence

COURSE REQUIREMENTS

Regular and thoughtful class and precept participation; an occasional one-page paper or quiz on the week's book; Mid-term exam, in class; one short paper due at end of course; optional class debate; final examination.

This course will be a lecture (once a week), reading and precept discussion course. Emphasis will be placed on reading and discussion, not research. Readings must be read prior to the sessions in which they will be discussed. Students are expected to be able and willing to raise as well as discuss questions at each of the ten precept sessions. Both the lecture and especially the week's assigned reading will be open for discussion.

LECTURE TOPICS AND READING ASSIGNMENTS

Week

1 "Leadership in America"

2 "Power and Authority--and America's Ambivalence Toward Political Power" READING: S. Alinsky, Rules for Radicals

3 "The American Ethos and The American Dream: The Role of Ideology" READING: R. Ringer, Restoring the American Dream

4 "The Power Elite v. Pluralism Debate Reconsidered" READING: R. Dahl, Who Governs?

5 "The American Politician--Leader, Follower or Broker?"; "The Washington Power Structure" READING: W. Domhoff, The Powers That Be

6 **Midterm Examination**

7 **Spring Break**

8 "Democracy in America: The Enduring Tensions Between Democracy and Leadership" READING: S. Huntington, American Politics . . . **Special Event, Lecture by noted congressional scholar Richard Fenno, 8:00 p.m.**

9 "Presidential Power and Leadership" READING: B. Miroff, Pragmatic Illusions

10 "On Congressional Leadership" READINGS: D. Mayhew, Congress: The Electoral Connection; and G. Esterbrook, "What's Wrong with Congress?" (on reserve)

11 "An Imperial Judiciary?" READINGS: A. Lewis, Gideon's Trumpet; and David O'Brien, article on "Imperial Judiciary?"

12 "Bureaucratic Power and the Rise of the Administrative State," "On the Separation of Brains and State" READINGS: R. Caro, The Power Broker, Chapters (skim early chapters), 8-10, 12, 13, 18, 20, 28-30, 38, 39, 41, 46-50

13 "Media Power" READINGS: T. Crouse, "Boys on the Bus," and other articles on reserve

14 **READING PERIOD** Review Session-Concluding comments to be announced

15 **MORE READING PERIOD**

16-17 **EXAM PERIOD**

PRECEPTS

Professor Tom Cronin and two others at announced times. Please take full advantage of office hours and precept sessions. They are important in this course. Office hours as announced.

Course grades will be based on this general formula: participation in precepts 15%; papers and quizzes on books 15%; short paper or debate participation 15%; mid-term 10%; final exam 35%.

SUGGESTED DEBATE TOPICS

Power is Widely Dispersed in America
Power Corrupts
America is Becoming More Not Less Democratic
C. Wright Mills Was Right--A Power Elite Rules America
Presidents Are More Followers than Leaders
America is More Governed by Tolstoian than Carlylian Forces
Americans Most of the Time are Hostile to Enlightened, Bold Leadership
Creative Intellectuals Can Rarely Be Effective Political Leaders in a Democracy

Onondaga Community College - Syracuse, NY William M. Cross

PSY 211 PSYCHOLOGY OF LEADERSHIP & WORK

SYLLABUS

This is an experiential 3 credit hour course which explores the psychological perspective of leadership and work. The course examines the basic concepts of interpersonal perception and communication, motivation, stress and individual development, leadership, power, group performance, intergroup conflict and work design.

To learn in this course you will need to be much more active in class than in other courses. It is necessary to participate in class activities/experiences/exercises and keep up with the readings. You will learn about the course content by reading about the psychological perspective and by experiencing it and by drawing principles from your experience. It is expected that you have had a general psychology course...otherwise you will have to go so far into the basics that you will be unable to learn much about the main focus of the course.

There are three basic factors for evaluation: class participation (including attendance), a journal of your class experiences and two multiple choice examinations. Because the classes are essentially experiential in nature, active and consistent involvement is necessary for learning. The journal is of your experience of the classroom activities integrated with principles drawn from these experiences. Finally, a midterm and final examination will be given on the course material (primarily from the textbook). The relative weights assigned to each of these factors are: Class participation 1/3; Journal 1/3; Midterm 1/6; Final 1/6.

TEXT: A. Kolb, Rubin, McIntyre, Organizational Psychology: An Experiential Approach to Organizational Behavior; B. Rosenbach and Taylor, Contemporary Issues in Leadership; C. Fritz, Robert, The Leader as Creator.

COURSE OUTLINE

I. Organizational Socialization (Introduction pp. 1-8) (Chp. 1 pp. 9-24) Text A, Selection 1-6 Text B.

OBJECTIVES

1. To introduce the concept of the psychological contract.
2. To articulate and share expectations (instructor and participants).
3. To identify problem areas based on conflicting expectations and to take steps to resolve any such conflict.

II. Social Styles (Handout on Social Styles) Selection 1-6 Text B.

OBJECTIVES:

1. To understand the concept of social styles.
2. To become aware of your basic social style and backup style.
3. To learn how to interact effectively with differing social styles.
4. To develop a plan to become more personally versatile.

III. Individual Motivation and Organizational Behavior (Chp. 3) Selection 1-6 Text B.

OBJECTIVES:

1. To learn about the 3 basic social motives and how they are defined.
2. To gain insight into your own motive patterns.
3. To explore the relationship between individual motivation and behavior in organization.

IV. Group Dynamics (Chp. 5) Selections 8,9,10,12 Text B.

OBJECTIVES:

1. To increase understanding of interpersonal processes that facilitate or hinder a group's ability to function effectively.
2. To sharpen ability to observe and diagnose these process factors.
3. To practice trying to combine the role of participation task accomplishment with the role of observer.

V. Problem Solving in Groups (Chp. 6) Selections 8,9,10,12 Text B.

OBJECTIVES:

1. To gain understanding of four phases of managerial problem solving: situation analysis, problem analysis, solution analysis and implementation analysis.
2. To practice managing these problem solving activities in a work group setting.

VI. Managing Work Team Effectiveness (Chp. 7) Selections 8,9,10,13 Text B.

OBJECTIVES:

1. To learn about the task related factors that influence team effectiveness.
2. To sharpen the ability to see the impact of these factors upon team functioning.
3. To practice using this model to enhance a team's effectiveness.

VII. Managing Conflict Among Groups (Chp. 8) Selections 13,14,16,18, Text B.

OBJECTIVES:

1. To increase understanding of the problem of suboptimization, particularly when group goals take precedence over total organizational goals.
2. To examine strategies for reducing the negative effects of conflict on the effectiveness of intergroup relations.
3. To explore ways of establishing collaborative, vs. competitive, intergroup relations.

VIII. Interpersonal Communication (Chp. 9) Selections 13,14,16,18 Text B.

OBJECTIVES:

1. To understand the barriers to effective communication and to explore ways of eliminating some of these barriers.
2. To increase the ability to listen and to understand another person.
3. To increase sensitivity to other than verbal modes of communication.

IX. Interpersonal Perception (Chp. 10)

OBJECTIVES:

1. To understand the factors that influence our perception of other people.
2. To understand the manner in which perceptions of other people, particularly first impressions, influence interpersonal relationships.
3. To explore methods for giving and receiving feedback by sharing the perceptions group members hold of each other.

X. Leadership and Decision Making (Chp. 12) Selections 19,23 Text B.

OBJECTIVES:

1. To examine decison making in organizations as a social process.
2. To identify personal approaches to organizational decision making.
3. To compare personal approaches with a formal model of organizational decision making.
4. To practice using the formal model to analyze actual organizational decision situations.

XI. Leadership: The Effective Exercise of Power and Influence (Chp. 13) Selections 19,23 Text B.

OBJECTIVES:

1. To learn about four styles of personal power and influence.
2. To practice using these styles in different situations.
3. To get feedback on which styles you may tend inappropriately to overuse or underuse.

XII. Supervision and Employee Development (Chp. 14) Selections 27,28 Text B.

OBJECTIVES:

1. To increase understanding of leadership as a helping relationship.
2. To practice giving help in a supervisor role.
3. To practice receiving help in a worker role.

XIII. Leader as Creator Text C.

OBJECTIVES:

1. To understand the concept of the path of least resistance.
2. To understand the reactive responsive mode and structural conflict.
3. To understand the power of the creative mode and structural tension to redirect system energies.

U. S. Naval Academy - Annapolis, MD Commander Donald J. Curran

LEADERSHIP EDUCATION/TRAINING AT THE U.S. NAVAL ACADEMY

APPROACH

The Naval Academy, as with all other American military service schools, enjoys the advantage of knowing and understanding the requirements that will be placed on its graduates. Two approaches are taken to ensure that with an ever changing operational environment Academy programs remain responsive to the needs of the Naval Service.

Ninety-seven percent of those faculty and staff members charged with the responsibility of developing and carrying out leadership instructional programs are veterans of the working environment which their students enter upon graduation. This ensures that midshipmen are provided direct contact with personnel who can speak to them in the language that they must learn, and thus facilitate the transition from civilian to military life.

Two other tools which maintain a viable leadership program at the Academy are based on Graduate Performance Evaluations which are submitted by the graduates themselves at the three, seven and twelve year point after leaving the Academy and by annual reports from the "employers" of these graduates as to their strengths and weaknesses. These feedback reports are sent to both a central military personnel report receiving activity as well as the Academy. Through these feedback programs and instruction by experienced instructors, the Academy is able to ensure that leadership education and training programs are modified to reflect changing operational, technical, and manpower conditions for which their graduates must be prepared.

The programs themselves are developed under the guidance of a committee consisting of the top academic and military leaders of the Academy, including the Academic Dean, Dean of Admissions, and the Commandant of Midshipmen. To ensure applicability and practicality of leadership courses, the Director of Professional Development, the Chairman of the Department of Leadership and Law and the senior civilian leadership professor are contributing members of the Leadership Review Committee.

There are a number of initiatives in place to further strengthen the validity of the military leadership program. On an annual basis the Academy holds a Leaders' Forum, funded by one of the alumni classes. It brings to Annapolis the student leaders of the four major service academies as well as high ranking military leaders from the four services for several days of discussion concerning ways to improve and better understand the role of leadership in the running of the four service academies. A highly skilled facilitator keeps discussions on track, and the interfacing with the acknowledged military leaders helps to provide for improvement in the academy programs. It also helps to ensure that the graduates will not only continue to be able to succeed in and make contributions to the military services, but also to understand that the role of military officers is not only to obey orders, but to know when programs and approaches should be modified or changed to ensure they meet the needs of the federal government.

On a regular basis the leaders of the service academies meet to ensure that the overall approach to leadership is consistent with traditional leadership principles. These interservice leadership briefings and meetings are held at all levels of the four schools. This helps to keep all hands attuned not only to what the other institutions are doing, but to what their counterparts in various parts of the Academy have to say about leadership topics.

There are essentially two formal leadership programs. One program is taught in the academic department charged with the professional development of midshipmen and is provided overall guidance by qualified military and civilian personnel. The academic approach, in addition to classroom interface with experienced instructors, relies on text books that represent the combined experience of generations of naval leaders and includes information and concepts that are basically static from one decade to the next. A second volume is used in each leadership course and revised on an annual basis. These formal courses are taught by the leadership staff as well as guest instructors. The guest instructors come from throughout the Academy and have a wealth of operational and leadership experience. Many of these individuals are Company and Battalion Officers who are directly responsible for anywhere from 130 to over 700 midshipmen in all phases of Academy life, both academic and otherwise. Using these officers as leadership instructors is very productive in terms of reinforcing leadership principles both in the academic and non academic environment.

The second program centers around the students' daily routine and is administered by experienced officers. They are assisted by senior members of the Brigade of Midshipmen and work in an operating laboratory in which students can learn and practice aspects of what has been taught in the classroom. Leadership training begins as soon as the incoming freshman class arrives. This period, called Plebe Indoctrination, lays the foundation for the next four years at the Academy. During each succeeding year, midshipmen receive leadership training specifically tailored to their responsibilities as upperclass. In conjunction with this program, each midshipman is exposed to an operational leadership environment as they participate in various fleet summer training programs.

Starting in 1923 and continuing to this day, leaders throughout the military service are consulted on their perceptions of what constitutes an effective officer of the Naval Service. Additionally, Academy personnel attend both civilian and military leadership programs and seminars to incorporate contributions and achievements from both civilian and military circles. This interaction greatly benefits the leadership program at the Naval Academy.

All leadership instructors are provided with general and specialized methods to impart and discuss leadership. During this Leadership Training Program, all aspects of instructing and working with students are presented, including role playing and detailed discussions concerning the handling of past leadership situations. All during the academic year, meetings are held to discuss the progress of leadership programs with subsequent course corrections promptly made where indicated.

The somewhat closed environment of the Academy provides a singular opportunity for midshipmen to meet with, learn from, and input ideas to their faculty. This takes place both on a professional student/educator level as well as in a social and sports-related environment.

In summary, the Naval Academy's leadership program is developed from an understanding of both the needs of the services, the midshipmen's employer, and the individual officers so that they may lead a life that both contributes to their country as well as providing them with a rewarding career experience. It is an integrated program that is designed to build on itself over the four year course of instruction. Both the formal and informal leadership efforts are well balanced and are under constant scrutiny to ensure relevance and effectiveness. Program composition is influenced by leadership thought in the military and civilian sector and takes into account the theories of leadership that have proved applicable both in this country as well as around the world. Steps are taken to ensure that while teaching strategies and materials remain current, proven methodologies are not discarded just because their origin was in the past. An appreciation of the historical and literary contributions of leaders is also covered. This all provides for a well structured approach to the area of leadership at the United States Naval Academy.

NL 102 LEADERSHIP I: FUNDAMENTALS OF NAVAL LEADERSHIP
An introductory course to instill in midshipmen a professional sense of purpose and personal honor, as well as those significant military leadership traits and techniques which will ensure credibility in their ideas and commands, and give them an appreciation of individual and organizational factors which influence their performance as leaders.
- Develop a sense of purpose
- Instill a sense of honor, ethics, integrity, morals and professionalism
- Introduction to navy programs (i.e. EEO, substance abuse, alcohol responsibility training)
- Communicating ideas and commands

NL 200 LEADERSHIP II: HUMAN BEHAVIOR
A study of theory and principles of individual and group behavior and their relationship to effective leadership in the Naval Service.
- Brain and behavior, drug-related behavior, learning (reward-punishment) and behavior change.
- Psychological lifespan development, personality, motivation
- Conflict-stress, coping skills, conflict resolution
- Social influence, group behavior, prejudice, racism, sexism

NL 211: SOCIAL PSYCHOLOGY
Examines individual and group behavior with special emphasis in military applications. The course focuses on such psychological phenomena as:
- Terrorism
- Propaganda, "Brain Washing"
- Group dynamics
- Formal and informal power

Prereq: NL 200 or validation of same

NL 300 LAW OF ARMED CONFLICT
The purpose of this course is to familiarize midshipmen with the general principles of the law of armed conflict, the rules governing naval warfare and neutrality, and to provide examination of the major status of forces agreements.
- Law of armed conflict
- Law of sea/air
- Status of forces agreement
- Foreign claims

NL 303 LEADERSHIP III - APPLICATIONS
To provide practical experience in observing, analyzing, and evaluating characteristics of leaders and followers, environmental factors, extent of technology, organizational structure and personal/group variables in leadership situations. Case studies, role-playing and situational exercises are utilized in the class room setting to facilitate the leadership analysis process. The underlying theme throughout the course is exposure to difficult leadership problem cases wherein a systematic analysis of the situation can evoke a high quality decision based on predictive logic.
- Motivational theories
- Leadership styles
- Formal and informal group behavior
- Conflict
- Problem solving
- Counseling

Prereq: NL 102

NL 306 PERSONALITY THEORY
Explores the major contemporary theories of personality to provide midshipmen with a strong background in understanding individual unique behavior, especially while under stress and in positions of leadership. Building on this foundation, midshipmen will then explore their own personality variables and construct a theory of personality and its impact on officer effectiveness.
Prereq: NL 200 or validation of same

NL 400 LAW FOR THE JUNIOR OFFICER
A survey of the major aspects of military justice and the law of war relevant to the junior naval officer.
- Military justice system/NJP & court-martial/administrative law
- Substantive offenses
- Non-punitive measures
- Standards of conduct
    - Conflict of interest
    - Sexual harassment
    - Fraternization

NL 485 ADVANCED TOPICS IN LEADERSHIP
A seminar course for advanced students taught by the Chair of Naval Leadership Incumbent. Topics include:
- Naval leadership
- Ethics in the military
- Current leadership issues
- Leadership in the future

Prereq: 1/C standing, permission of instructor and departmental screening

University of Virginia - Charlottesville, VA
Curry School of Education
Department of Educational Leadership and Policy Studies

Larry E. Decker

EDAS 810: LEADERSHIP IN EDUCATIONAL ADMINISTRATION

An interdisciplinary approach to developing a broad knowledge base essential to educational leadership. An analysis of the research related to leadership effectiveness and theories for the strategic/situational management of human resources. The study and use of leadership assessment procedures, programmed simulation and case studies to provide indicators of the individual leadership style and effectiveness.

MAJOR TOPICS:
Personal Assessment/Career Development/Character and Temperament; Leadership Theory/Understanding Leadership; Leader Personality and Behavior; The Leadership Role; Leadership and Social Power; Groups and Group Development; Leader-Follower Interaction; Leadership and Group Performance; Leadership Assessment and Effectiveness; Personal/Professional Leadership Inventory and Plan.

COURSE REQUIREMENTS:

1) Required reading of selected handouts and assignments to enable each participant to discuss the topics or issues identified.

2) To review educational or professional related journals and select at least two articles which focus on leadership and make a presentation for class discussion.

3) Select and review one major book related to leadership and present a report to the class.

4) Write either (1) a research paper which focuses on one aspect of leadership, or (2) a proposed journal article on leadership dimensions for submission to a professional journal. Class Presentation.

5) Write a paper with both an analysis or assessment of your leadership style as well as your projected leadership plan of action in future professional roles. Documentation from assessment activities used in the class or outside experiences should be cited as well as references or research findings which provide support for your leadership plan of action. Class Presentation.

GRADING:
Class Participation and Oral Presentations = 60%
Leadership Assessment/Plan of Action Paper = 20%
Research Paper or Journal Article = 20%

Wilderness Education Association - Saranac Lake, NY Jack K. Drury

WILDERNESS RECREATION LEADERSHIP PROGRAM

The Wilderness Education Association is a non-profit international organization whose purpose is to develop and certify leaders who are able to: a. Teach others to use and enjoy the wilderness with minimum impact. b. Safely lead others in the wild outdoors. c. Exercise good judgment in a variety of outdoor environments and conditions. d. Demonstrate a basic standard of outdoor knowledge and experience.

The W.E.A. has accredited over 20 colleges and universities who teach the W.E.A. curriculum and meet its criteria for accreditation. North Country Community College has been the leader of two-year colleges working with the W.E.A. since 1978.

The program develops outdoor leaders and conserves national wilderness resources. The certification program minimizes man's impact on wildlands, reduces injuries and searches, minimizes deaths and promotes education in the wild outdoors.

The W.E.A. National Standard Course is designed specifically for those looking for leadership and wilderness skills training to use in the volunteer or professional setting. Unlike many other wilderness courses offered throughout the country, the emphasis is on leadership training and judgment development not just wilderness skills. It does not require a great deal of previous wilderness experience, but does require participants to have a strong desire to learn, self-initiative and a willingness to participate in a group learning experience.

The National Standard Professionals course includes the same content as the National Standard Course, but it is designed for individuals with previous teaching/leadership experience or previous outdoor experience. Previous experience allows for the course content to be taught in a shorter time period. If you have any questions on whether or not you qualify for the professional course, please write or call.

Wilderness Education Association national standard programs are offered by the following educational institutions: Western Illinois; Connecticut Wesleyan; North Country Community College (Saranac Lake, NY); Slippery Rock (PA); Unity College (Unity, ME); Other experimental programs such as Wilderness Medicine and Rescue Techniques were successfully implemented in 1986.

For further information concerning these programs that can be incorporated as affiliates into college programs, call on Jack K. Drury (518)891-2915.

NATIONAL WILDLIFE FEDERATION
1412 16th Street, NW, Washington, DC 20016

Edward Easton

LEADERSHIP DEVELOPMENT PROGRAM - ongoing since 1979

The Leadership Development Program was developed in 1979 to serve the 52 state and territorial affiliates of the NWF, the nation's largest conservation organization.

The program initially featured three elements, all designed to foster increased levels of voluntary activity towards leadership development in these autonomous and independent state organizations.

Program Element I
The LEADER; a 12 page monthly tabloid sent free to officers and board members of state affiliates and their member local clubs (approx. 13,000). Its primary goal is to publicize the successes of NWF affiliate organizations and thus lead their sister organizations by example. Its secondary goal is to publicize national conservation issues and the national federation's response to them. A monthly column, entitled "Leadercraft" is included.

Program Element II
Leadership Development conferences; at request of the state organizations, a self assessment of the "habitat" for leadership development is conducted with the board of directors. They are led through an examination of six "principles of successful voluntary organizations" and the establishment of objectives to improve each area is facilitated by the Director of Leadership Development. Approximate time is normally twelve hours in one weekend.

Program Element III
The LEADER GUIDE; an inclusive manual for the operation of a state conservation organization was written by field staff and is maintained and updated annually.

Variations to the conference element to allow multiple groups to participate have been successfully piloted. Variations to explore long range planning and committee system initiation and development have also been developed.

Purdue University - West LaFayette, IN
Department of Consumer Sciences

Richard Feinberg

RETAIL LEADERSHIP STRATEGIES: CSR309

COURSE OUTLINE: CSR309: Retail Leadership Strategies; Chief Executive Officer: Dr. Richard Feinberg; President: (selected from students who have previously taken course); Executive Vice Presidents: (promoted from group leaders).

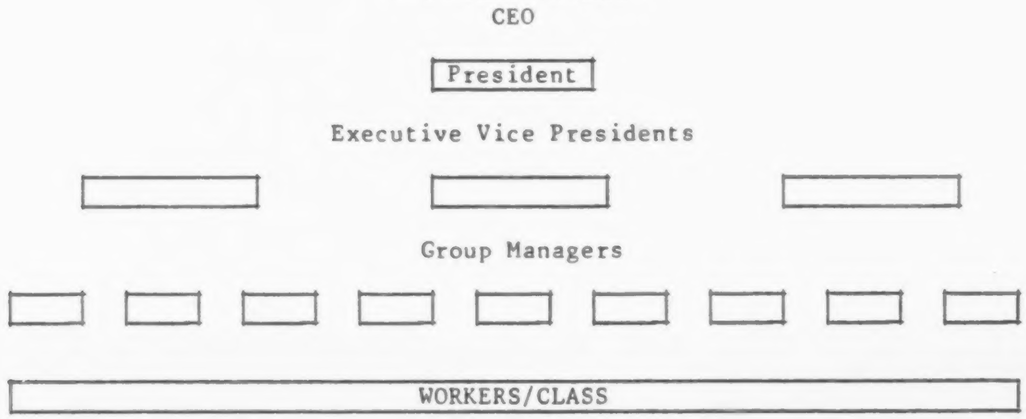
REQUIRED TEXTS: Hollander, E. P. Leadership Dynamics: A practical guide to effective relationships. Whetten & Cameron. Developing Management Skills.

INTRODUCTION: This course will make you aware that learning is not necessarily abstract but a function of application of knowledge to your immediate environment. You are never outside the purview of the course and as you gain increasing understanding of your behavior as a leader and follower you will gain increasing control over the consequences flowing from your behavior.

We will use your experience in the classroom as the basis for learning about and developing leadership skills. You will be part of an ongoing work group faced with the necessity of completing a variety of tasks, allocating work, making decisions, and receiving differential rewards based on performance. Everything that happens in this course is open for analysis and understanding. Throughout the course you will make decisions and face their consequences as a way of learning not only about the concepts but about your own values, willingness to lead and be led, and the ability to cope with difficulty and uncertainty.

COURSE STRUCTURE: My objective is to create a genuine organization. We will organize into task groups of 12-15 (see organization chart).

ORGANIZATION CHART



Role Descriptions for Instructor (CEO), Students (Pres,VP,Leaders,workers)

INTRODUCTION: A central frame of reference of this course is the class as an organization similar in many basic ways to all organizations. To make the parallels clear and explicit, as well as to achieve our objectives, we attempt to use as many devices as we can which are found in the ordinary organizations.

One of these devices is the job description. Written job descriptions are commonly found in organizations to establish the parameters of a job and also to identify expectations. In this course, the descriptions become part of the required system. They clarify our expectations of how the organizations should operate. Consequently, we have written the following role descriptions for the instructor, the student, and the student manager. (Contact R. Feinberg for job descriptions).

LECTURE OUTLINE: Introduction to Course (Exercise); Introduction to Leadership; Selecting Leaders (Assessment Center Exercise/Readings); Forming Groups (Tower Building Exercise); Time Management; Group Development; Problem Analysis and Decision Making (Desert Survival Exercise); Feedback and Evaluation; Conflict; Negotiations (Exercise); Power; Leadership Style (Fiedler, Blake and Mouton, Hershey Assessments); Conclusion-Risking Leadership In Your Own Life.

There will be a leadership workshop on *date* from 5:30 p.m. to 11:00 p.m. The workshop replaces the last two weeks of class. (The workshop is a modified Tavistock workshop - contact Feinberg for full details).

ASSIGNMENT & GRADING: The grading system in this course is designed to raise issues parallel to those facing any organization trying to allocate rewards. Individual class members are judged partly by their performance on group tasks and partly on individual performance on tasks such as papers, quizzes, and exams. Approximately one third of final grade is based on group projects, one third on individual papers, quizzes and exams, and one third on final paper in which all concepts of the course are used to analyze what happened in the course. Test 25%, 75 pts.; 1 Group Case 15%, 45 pts.; 3 Group Memos 15%, 45 pts.; Term Paper 25%, 75 pts.; Group Leader Evaluation 20%, 60 pts.; Total 300 pts.; 90% = A; 80% = B; 70% = C; 60% = D; Below 60% = F.

GROUP LEADER: The group leader is responsible for the group's performance. They are responsible for evaluating members' individual performance. For those tasks in which the entire group has come up with one product, the teacher assigns a grade to the total project, which is then distributed among the members by the group leader. The leader can use any basis for determining allocation, including asking group members to participate in the process. The group leader receives for group products whatever grade is given to the group by the teacher since it is assumed that the group's overall performance is partly a reflection of how well the leader did her/his job. The group in turn evaluates the leader's overall performance. This, plus the leaders self-evaluation, and the teacher's evaluation are considered in determining a final grade for each group leader.

PEER EVALUATION PROCEDURE: In human organizations it is not uncommon for one's performance and one's rewards to be dependent upon the actions and performance of others. This condition will be replicated in this course through the vehicle of group products which are evaluated by me.

In addition, in organizations we are constantly being evaluated by our peers and frequently groups have the power to give some reward to individual members. This aspect of organizations will also be replicated in the course through a process of peer evaluation and subsequent adjustment of the group product grade. As outlined below, the individual members of a group may receive different grades for a given product but the average grade will be that assigned to the group product. (details available upon request)

Our purpose with this replication is not merely to simulate reality but also to highlight several aspects of group functioning. These are: peer elevation and its impact on a group; group pressure, both positive and negative; power distribution in a group; individual influence and potential to resolve problems resulting from the above; the value and impact of open discussion of differing contributions to group performance; the impact of differential rewards on group performances and internal relationships; the possibility of individual learning through knowledge of others' perceptions, feelings, and needs.

We encourage you to establish explicit criteria for peer evaluation and to openly discuss those evaluations so that each member has the benefit of others' perception of his/her actions.

CASES: One possible Model for Case Analysis - details upon request.

TERM PAPER ASSIGNMENT: detailed explanation available upon request. In this paper I am asking you to describe your group, explain its development and to articulate the impact of the group experience on you as a person. I expect that by requiring you to look back over your semester and explaining how and why your group developed as it did you will gain further insights into leadership.

The Travelers Education Center - Hartford, CT Robert S. Fenn

THE TRAVELERS MANAGEMENT DEVELOPMENT SYSTEM

The Challenge: Why a new Continuum of Management Development?
In 1985-86, the Corporation made a thorough study of the skills and knowledge that Travelers managers will need for top performance in the future. The study was based on surveys, interviews, and focus groups involving more than 900 supervisors, managers, and executives.

It was learned that today's Continuum programs needed to be revised and updated, in order to remain effective for preparing tomorrow's managers. This presented a major opportunity to find new ways to: improve the overall performance of supervisors, managers, executives -- now and in the future; use technology to advance the Corporation's human resources development objectives; reinforce the importance of customer service, automation, and people development in management training programs at all levels.

The Solution: The Travelers Management Development System is a research-based continuum that builds skills in three critical performance areas: Strategic and Tactical Management; Information and Resource Management; Performance and People Management.

Program content is Travelers-specific, yet can be transferred across department lines. These programs complement the technical training that managers receive in their departments. The programs involve a variety of educational methods, including video, audio, teleconferences, case studies, role plays, group exercises, lectures, and computer simulations.

The Benefits: The Travelers Management Development System: trains managers how to be top performers in the future -- not just competent performers today: makes management training more effective by making better use of class time; develops the skills managers really need; provides lots of hands-on practice and feedback; uses the most appropriate learning technologies to produce more learning in less time. It makes training more relevant by diagnosing individual training needs and focusing on them and makes training more efficient and timely by providing targeted training as soon as it's needed, as close to the work-site as possible.

The Linkages: Most management curricula are unconnected to corporate strategy, other personnel management systems, or even other management training programs. The Travelers Management Development is tightly linked to corporate strategy, and the sequence of programs provides a continuum of management development that extends throughout a manager's career. The Management Development System is also connected to other personnel management systems, including: Organization and Management Review (the process of identifying and developing high-potential managers and ensuring succession to key posts); Performance Management and Appraisal (the research on which TMDS is based was also used to redesign the performance appraisal system).

The Curriculum:

Audience Level	TMDS Programs	Delivery		
		S	CR	SS*
Vice President Second V.P.	Competitive Strategies Seminar	X		
	Strategic Human Resource Management		X	
	Business Strategies & Planning		X	
Director Assistant Director	Management Seminar	X		
	Managing Career Development		X	
	Analysis & Forecasting			X
	Financial Management			X
	Management Workstation (Adv.)			X
	Managing Info. & Technology			X
Manager/ Administrator	Administrative Management Seminar	X		
	Project Management & Control		X	
	Alliance Building/Negotiating		X	
	Budgeting			X
	Managing Employee Training			X
	Management Workstation			X
First-Line Supervisor	Supervisory Skills Seminar	X		
	Interviewing & Recruiting		X	
	Performance Management & Appraisal			X
	Supervisory Administrative Skills			X
	Applied Supervision			X
	Computer Applications			X
Core Skills (Pre-Supervisory)	Interpersonal Skills		X	
	Oral Communication		X	
	Problem Analysis/Decision Making			X
	Writing Skills			X
	TIC Business Strategies			X
	TIC Personnel Policies			X

* S = Seminar, with simulation
CR = Locally-conducted classroom program
SS = Self-study program

The Seminars: The four capstone seminars, offered in The Travelers Education Center, give managers a chance to practice the skills they learned in classes and self-study programs. The seminars include computer-based simulations. Simulations take traditional classes to new heights of effectiveness. After learning about a new principle, concept, or technique, managers practice using it -- in a computer-based model of the real world. Some of Travelers most talented managers provided the problem sets. Middle and senior managers make the strategic decisions required to manage business units or entire companies. Three simulated years of performance are compressed into four days of intensive learning.

In teams, participants formulate measurable objectives and action plans. They tackle real business problems, competing to win on a number of financial and organizational effectiveness measures. Then they submit their decisions to a computerized model of the industry and the economy. The outcomes are determined and reported back to them. Back in class, they discuss and analyze why some teams accomplished more than others did. Then they receive additional training that prepares them for the next round of decisions. The Golle & Holmes Company, Minnetonka, Minnesota is designing the computer models. Program faculty are being drawn from well-known business schools.

The Classroom Courses: In addition to the four seminars that involve computer simulations, there are eight other classroom courses. These classes incorporate case studies, video, audio, group exercises, teleconferences, and other media. Senior-level courses in Business Strategies and Planning, and in Strategic Human Resources Management, are taught in Hartford by faculty from well-known business schools and The Travelers. Classes for middle managers and below, in areas like Alliance Building and Negotiating, Project Management, and Interviewing and Recruiting, are taught by Travelers managers and instructors. These classes are available in both Home Office and Field locations.

The Self Study Programs: The Management Development System offers fifteen self-study programs in areas like Financial Management, Performance Management and Appraisal, and Problem Analysis and Decision Making. Many are computer-based, and run on the IBM PC-XT. Managers can take these programs whenever and wherever they want. Scheduling is easy; learning immediate. Diagnostic tests assess what the manager needs to know. Then the program tailors itself to meet the manager's immediate training needs. This increases relevance, reduces training time, and lowers delivery costs.

The Future: Future plans include these enhancements: A microcomputer-based expert system for career development and succession planning; greater use of interactive videodisc, to allow supervisors to simulate actions and outcomes; regional training centers, to provide greater access to personal development opportunities.

Gordon-Conwell Theological Seminary
South Hamilton, MA

Robert E. Fillinger

CE 309: SEMINAR IN LEADERSHIP

INTRODUCTION: To introduce contemporary concepts of leadership and provide opportunities for the improvement of leadership skills, concerned with applying theory and practice to the special needs of Christian leaders.

We assume that management and leadership are not the same, but are related. Therefore, leaders need to understand and apply effective management skills. We will draw heavily on the body of management literature available. However, we do not believe that all management practices can be utilized appropriately by Christian leaders. You will become aware of the influence of the behavioral sciences on management and leadership.

GENERAL OBJECTIVES: These objectives are broad and you may feel free to modify them or add others that meet your needs appropriate to the course. You should articulate personal objectives translatable into specific personal goals encouraged by skill-building exercises in class.

(1) Identify contemporary theories of leadership. (2) Identify and analyze some principal skills of effective leaders. (3) Identify some unique needs of Christian leaders. (4) Identify the characteristics of your own leadership behavior. (5) Formulate basic ideas about the development of leadership in the church and other organizational settings. (6) Provide a supportive climate to practice and evaluate your leadership skills.

To measure achievement of these general goals, there are specific competency-based statements to direct your reading, course activities, and skills you want to develop, and information you need to gather. The competent student will: maintain a time log and write a two-page analysis of it; identify the principal characteristics of the student's leadership style; be able to write well-stated goals; write some self-imposed goals related to leadership and/or personal projects (mostly short term); write a reaction paper to Richards and Hoeldtke (5 pages double-spaced); be able to state some biblical principles of leadership; be able to list the basic ingredients of skills (such as planning, delegating, communicating, organizing, decision-making, evaluating, motivating, stress management, and conflict management); be able to answer the question, "What do effective leaders do?"; maintain a journal, complete the Strategy for Living workbook, or do a project of your own choosing.

COURSE FORMAT

The course will be characterized by several kinds of teaching-learning experiences:

DISCUSSIONS: guided discussion of selected topics, generally based on assigned reading and/or general reading which you have done in the field.

SKILL-BUILDING EXERCISES: including decision-making games, communication exercises, case studies, a project involving the skill of planning, etc.

SPOUSE INVOLVEMENT: In addition to making the Strategy for Living Workbook a joint effort, we will discuss other ways of involving spouses.

STUDENT PARTICIPATION: Ask for "air time." Report informally, focusing on books or topics of special interest which you may find, or issues that you may wish to raise. Use the sign-up sheet on the bulletin board to indicate your desire to report to the class. Also ask to "chair" the class for one day. Arrange in advance to work out the details. Diad partners may also elect to participate together.

INTERVIEWS: Discuss with me aspects of leadership that may relate to you specifically or analyze with me problems or needs that you have as a leader. Make an appointment (or invite me to lunch!). Make appointments before or after class or by calling me at extension 339 or 340, or at home at 468-3907.

PERSONAL OBSERVATION: The course will have more significance if you do not limit your learning to what happens in the classroom. Take opportunities to observe leaders in action in a variety of situations. Be aware of your own experience in leadership situations. Evaluate them in writing.

COURSE REQUIREMENTS

Textbooks and Readings: Dayton, Edward R. and Engstrom, Ted. W. Strategy for Living. Glendale, CA: Regal Books (Division of G/L Publications), 1976. You must also purchase the workbook which accompanies Strategy for Living. (These two books need to be purchased only if you elect to do this option).

Styles of Leadership Survey. Teleometrics, International. P.O. Box 314, The Woodlands, TX 77380 (Required).

Richards, Lawrence O. and Hoeldtke, Clyde. A Theology of Church Leadership. Grand Rapids: Zondervan Publishing House, 1980 (Required).

Sanders, J. Oswald. Spiritual Leadership. Revised Edition. Chicago: Moody Press, 1980.

PLEASE READ THE TEXTBOOKS IN THEIR ENTIRETY: I suggest purchase of "If I Am to Lead," a short but helpful pamphlet by D. E. Hoste, available in the Bookcentre. This course can be of maximum value if it includes an extensive amount of reading. Assignments and suggestions will be made from time to time, but you should find your own motivation for searching the literature. Discussions in class will be more helpful if they can be based on information and ideas which have come from our reading. Among the handouts you will find suggested readings which correspond to the area listed in the outline on the last page of the course syllabus.

The limit of twenty-five books has been placed on the reserve shelf. However, almost every item in the bibliography is either in Goddard Library or mine. My books are available to you. (My office is in the Admissions-Registration area in Kerr Building.) If you wish to borrow them, please sign them out on the sheet provided. Other sources will be made available in Pilgrim Hall without signing them out. Please keep them overnight -- two days at most.

In addition to the text, read from other sources that will enable you to meet your goals, supply information you need and reflect on appropriate level of graduate study.

Dates are set for turning in the following reports. You do not need to report specific titles but you should be prepared to indicate the total pages read, including the texts. Your reading report is due on the day we meet for the final evaluation or the last day of exam week, whichever you choose. Write several goals related to leadership, the course, and/or personal projects. Keep a time log throughout the course and write a two-page analysis of it. Write **one** reaction paper to Richards and Hoeldtke (5 pages). Write **one** report of a personal experience in the field of leadership (2 pages). There will be one activity involving work with others in the course and a class presentation. The date for this assignment will be announced. No written work need be submitted.

PROJECT: A final paper or project, in the traditional sense, is not required in this course. However, we will form diads on the first day of the course. Each person will be responsible for observing a partner throughout the course and provide regular observations concerning leadership behavior. If your diad partner is involved in a church (Sunday school teacher, youth work, etc.), you should try to observe the partner at least once in this situation. Each pair should schedule periodic meetings during the course for this purpose (at least once a week). Toward the end of the semester, each member of the class should have completed a five-page self-evaluation (I will speak of criteria in the class). On this date, the self-evaluation will be given in its final form to your partner, who will respond with comments (no more than two pages). Each person's own evaluation should be handed in together with the two-page response of the diad partner at the final evaluation.

A second aspect of the project involves completing the Strategy for Living Workbook. Follow Track 1. It is important that you do not attempt to do this project during the last few days of the course. Other questions concerning the project will be answered in class.

Another option available to you is the keeping of a journal. If you keep a journal: (1) date the entries; (2) make a minimum of one entry per class; (3) hand the journal to me at the final evaluation.

Here are the guidelines that may be helpful:

a. Reflect and React - To classes, to reading, to observable leadership behavior in various situations, to personal experience.

b. Write about yourself - What are your strengths? What are your weaknesses? How about such matters as self-image? Self-confidence? Interpersonal relationships? What do others say about your leadership qualities? (your wife? your husband? best friend?).

c. What are your priorities? Have you ever clearly articulated them?

d. Do you have clearly identified goals? Short-range? Long-range? A plan for reaching them?

FINAL EVALUATION: There will be no final examination. However, on the day assigned to us in the exam schedule we will participate in an evaluation of the course. I will give you guidelines. In addition to the oral evaluation, each person will indicate (in two pages or less, to be completed before class) the grade believed earned and why.

COURSE ORGANIZATION: There is room for considerable flexibility, both in the topics considered and in the order in which they are discussed. Our experience in the course, however, seems to indicate that these are areas of major importance. We will find a number of sub-topics which flow naturally out of the items listed below. The topics listed below are more or less sequential but there will not be any attempt to adhere rigidly to the order given here.

Conceptual Foundations of Leadership

a. The Bible and Leadership
b. Authority and Leadership
c. Leadership Traits
d. Leadership Functions
e. Leadership Styles

Leadership Behavior

a. Time Management
b. Establishing Objectives
c. Evaluating
d. Stress Management
e. Decision Making
f. Change
g. Motivating
h. Planning
i. Delegating
j. Controlling
k. Organizing

REQUIREMENT CHECK LIST

NAME ______________________ Box # ____________

1. A Theology of Church Leadership
   Spiritual Leadership
   Strategy for Living

2. Additional Reading _____ pages Due Dec. ____________

3. Goal Statements Due Sept. ____________

4. Time Log Due Oct. ____________

5. Reaction Paper Due Oct. ____________

6. Personal Experience Due Nov. ____________

7. Project: 5-Page Self-Evaluation Due Nov. ____________
   2-Page Response Paper (from diad partner) Due Dec. ____________
   Strategy for Living Workbook or Journal Due Dec. ____________

8. Final Evaluation Due Dec. ____________

Two-Page Self-Evaluation for Grade Due Dec. ____________

Wake Forest University - Winston-Salem, NC	Michael Ford

LEADERSHIP COURSE OVERVIEW

LEAD - Leadership Excellence Application and Development

PARTICIPANTS: Twenty-four freshmen and sophomores who exhibit promising leadership potential and an interest in personal development. Twelve student leaders who seek further leadership development through mentoring and training opportunities.

FOCUS: The course is designed to teach basic leadership principles and skills with special attention to how the participants might become more effective campus and community leaders.

DESCRIPTION: 8-week course meeting 1 1/2 hours every Wednesday afternoon (3:30-5:00 p.m.); Recognition Banquet.

TEACHING METHODS: Emphasis will be given to experiential and process learning methods together with information sharing. Typical activities will include: simulated games, role-playing, initiative and problem solving exercises and personal assessment inventories. Student mentors will match up with two LEAD participants for the application of leadership principles through introduction to campus leadership, organization opportunities, and informal conferences.

TEACHING COMPONENTS: The topics addressed during the 8-week period will be: Mentor-matching and group building; Leadership theory and styles; Goal-setting and time management; Recruitment/retention/motivation; Communication skills and conflict resolution; Group dynamics and meeting management; Negotiation and decision making; Ethics of Leadership.

RECRUITMENT STRATEGIES: Distribution of brochures and posters; personal visit to student organizations; letter with brochure to faculty; OG&B and WAKE Radio; LEAD mentor participants; residence life staff.

SELECTION PROCESS: Applications available November 4; receive applications by November 20; selections made by December 2; course fee $15.00.

THE WAKE FOREST UNIVERSITY STUDENT LEADERSHIP PROGRAM

NEED & RATIONALE: Leadership development is generally regarded as a central component of "student development," and one for which student service professionals are primarily responsible. Indeed, facilitating the development and awareness of leadership skills in our students fosters their own personal growth, impacts the development of their career strategies, and strengthens the university's co-curricular activities program. A comprehensive leadership development program may also illustrate to faculty, staff and students the vital educational contribution that co-curricular involvement can make.

WHY A LEADERSHIP DEVELOPMENT PROGRAM AT WAKE FOREST?

Traditionally at Wake Forest the same students are called upon to fill multiple leadership roles around campus which overextends these individuals while denying leadership opportunities to other students. Consequently, a great deal of potential for leadership is left untapped. Also, supervision and training is needed to assist students with their organizations/operations since leadership transition and continuity within most student groups is either non-existent or incomplete. Furthermore, it allows students, faculty and staff members to increase their participation in student life and enrich their "total" educational experience by actively facilitating student/faculty/staff interaction outside the immediate classroom setting.

Finally, it gives students theoretical principles and practical "hands-on" experience to help them better identify their vocational interests and prepare them to function effectively following their college years.

STATEMENT OF PURPOSE

The purpose of the Wake Forest Leadership Development Program is to actively encourage the development and practice of effective leadership principles and skills on the part of both individual students and their respective groups organizations.

The following objectives have been established: To develop leadership and communication skills necessary for the effective management of campus organizations; To organize and implement a leadership development course to encourage individual growth and maximum potential for participants; To organize and conduct leadership workshops and seminars for various student groups of the campus community; To promote interaction and idea sharing among leaders of campus organizations; To increase awareness of existing campus resources that offer assistance to student organizations on campus; To develop a leadership center with resources to assist individuals and groups in resolving many of their own organizational concerns; To provide individual consultation to groups needing guidance and direction on specific leadership issues; To insure future student leadership on the campus by offering a specialized leadership program for underclassmen; To provide experienced student leaders additional growth opportunities by serving as leadership mentors; To assist in the design and implementation of leadership training programs for student groups, university departments and community organizations.

LEAD PROGRAM - EVALUATION

Introduction and Group Building: Name Tags; Limericks; Four Facts/One Lie; Course Overview; Coat of Arms.

Leadership Theory and Styles: Overview of Myers-Briggs Personality Test; Individual Results; Group Results; Shared Reactions.

Goal-setting and Time Management: Overhead Presentation of Goal-setting; Time Wasters; Movie.

Recruitment, Motivation and Retention: "I joined" exercise (LEAD); Recruitment role play (button club); Forced Choice Motivation Exercise; Motivation Theory Discussion; Creative Skits by Students.

Communication Skills and Conflict Resolution: Dyad Groups; Discussion on Feedback; Role Play on Confrontation; Pair-off With Myers/Briggs Opposite.

Group Dynamics and Meeting Management: NASA Moon Trip Exercise; Discussion of Leadership Styles With Groups; Check List For Leaders.

Ethics of Leadership: Name-Game; Six Ethical Scenarios; Ethical Biblical Resources.

Program planning and Effective Publicity: How to plan an unsuccessful program; Steps to successful programming; Group programming exercise; Low cost publicity ideas.

How were your expectations of LEAD fulfilled and/or not fulfilled?

In what ways do you anticipate using the information and training which you have received through LEAD?

If you were organizing this course, what changes would you suggest to make it more useful and applicable to students. Why?

Please comment on the overall leadership facilitators of LEAD.

Any additional comments?

Arizona State University - Tempe, AZ Neil G. Giuliano

CED 498 ST: LEADERSHIP DEVELOPMENT (3 Credit Hours)

Appointments available 8:00-5:00 pm; earlier or later; drop-ins are encouraged, but without the guarantee that I'll be free and able to visit with you.

Purpose of the course and proposed outcomes are to develop students': understanding of leadership in a variety of situations; awareness of their own skills, interests and abilities; communication skills in group settings; awareness of leadership theory; change, conflict, time, and stress management skills; meeting and project planning skills; and to encourage students to discover themselves and their potential.

By completion of the course it is desired that you will have learned or experienced: Personal Outcomes: a sense of accomplishment in learning about yourself and others; cooperative atmosphere among students and instructor; increased awareness of your style of relating to others; expanded awareness of your creative potential.

Factual Outcomes: greater knowledge of the role and impact of a leader; strategies for broadening your leadership potential; ways to organize, motivate, confront and apply people and projects; processes for handling various leadership situations.

Skill Outcomes: skills will be developed in each topical area covered in the course.

Class sessions meeting weekly will cover the following topics and assignments: (1)"So You Want To Be A Leader"-Welcome, course review, expectations. (2)"Preparing To Study Leadership"-What is it? Who is a leader? Am I ready to lead? Values in leadership. (3)"Qualities Of A Leader"-The leadership profile. (4) Special Guests: the ASU Vice-President for Student Affairs and the President of Associated Students. Self Analysis Paper due. Group projects information. (5) "The Latest Style May Not Be Yours"-Leadership styles and theories. (6)"Personal Leadership Expansion"-Expanding your power base. (7)Group Presentations (two)-Review for Exam I. (8)Exam I (9)Group Presentations (two)-"When The Best Of Me Brings Out the Best In You" Teamwork. (10)"Student Foundation Leadership Seminars"-9:00 am-1:00 pm @ Fiesta Inn. 10 pts. extra credit for attendance and a 1 page written summary. $12.00 includes materials and luncheon. (11)"When You Wish Upon A Star, Don't Count On Anything Happening"-Goal Setting. Building action plans. (12)Group Presentations (two)- "I know I explained it to them". Communicating what you mean. (13)Paper #2 is Due- "Problems, Problems, Problems, Decisions, Decisions, Decisions". Strategic decision making. (14)Group Presentations (two)-"The Art of Confrontation". How do you handle conflict? (15)Group Presentations (two)-"Being A 'Charitable' Chair". Agenda building and running a meeting. (16)"It Ain't Over Till It's Over"-End of semester party, review for Exam II. (17)Exam II.

PERFORMANCE EVALUATION AND GRADING

Exams - 200 points total - There are two and they are short answer, short essay type, worth 100 points each.

PERFORMANCE EVALUATION AND GRADING (Cont'd)

Papers - 200 points total - Your first paper is an in-depth self-analysis of your strengths and weaknesses. The other will be either an in-depth interview with a leader followed with a paper on the experience and information (leader must be approved prior to interview), or a review of a decision a famous leader made, why it was made, etc. Outlines will be available.

Group Project - 100 points total - Groups of 5 students will each be responsible for a short (30-40 minute) class presentation on a leadership topic. Criteria for grading will be explained. Each group participant gets the same number of points. 100 points available.

Participation - 100 points - You've got to be here and participate to fully understand the information presented. So, 3 points will be awarded for attendance at each class session from September thru December (15 sessions @ 3 points = 45 points). The remaining 55 points will be at my discretion based upon your actual participation, attitude and what you contribute to the class.

MAXIMUM POINTS = 600: A = 546-600 pts.; B = 480-539 pts.; C = 420-479 pts. Note: the 600 points does not include the extra credit for the Student Foundation Leadership Seminar or other extra credit opportunities.

STUDENT LEADERSHIP SCHOLARSHIP PROGRAM

The Arizona State University Student Leadership Scholarship Program recognizes outstanding high school graduating seniors who have achieved excellence in leadership. Students selected for the program will have demonstrated leadership abilities and responsibilities. Serious consideration is also given to academic performance as well as community service.

The award will be renewed each year the recipient attends Arizona State University as an undergraduate. Renewal criteria include: continued involvement in the leadership program and successful academic progress.

The award includes a two-semester fee waiver valued at $1,136, a $1,200 scholarship for the first year, and a $700 scholarship the sophomore through senior years. The scholarship currently carries a four-year total value of $7,844; however, any increase in University fees will be covered by the waiver.

In addition to the financial award, the students participate in the following activities: leadership development training; academic and career counseling; seminars with community/national leaders; social/recreational events.

Rensselaer Polytechnic Institute - Troy, NY　　Marsha Paur Hall

THE PROFESSIONAL LEADERSHIP PROGRAM

As the nation's oldest technological university, Rensselaer Polytechnic Institute has had a long history of linking technological innovation with the world of business. The Professional Leadership Program (PLP) is a unique and innovative pre-professional management training program for a highly select group of RPI science and engineering students who have demonstrated leadership and managerial skills. This educational effort was designed in the School of Management to meet the growing need for more effective technical managers.

SELECTION

The entire junior class (excluding management students) is invited to apply to the Professional Leadership Program. Because of the rigor of this year and a half long, non-credit overload program, particularly when added to a full academic schedule, only a small group (approximately 35-40) of students are admitted. Participants are selected based on a number of criteria such as technical competence, forecasting and planning, salesmanship, and need for achievement.

EARLY IDENTIFICATION

The PLP grew out of the School of Management's Early Identification of Management Talent (EIMT) research project. As its name suggests, EIMT resulted in a method of targeting individuals with management talent based on an analysis of aptitude with respect to the basic tasks of managers. The EIMT model evolved into a theory of early management training, which later became the Professional Leadership Program. According to both the students who have gone through the program and the corporations that have hired them, the PLP dramatically improves the effectiveness of engineers as managers, and provides valuable preparation for a career in technical management.

PLP graduates are attuned to an organizational perspective, are superior in technical competence, and possess well-developed interpersonal, communication, organizational, and planning skills and a professional orientation to technological leadership.

PROGRAM COMPONENTS

1. Summer Internship Component: At the end of their junior year, PLP students take part in a two day pre-employment workshop to increase their organizational awareness and prepare for their summer work assignments. Once at these summer jobs, which require a high degree of responsibility and professionalism, students are exposed to a business environment. They utilize technical, communication, and interpersonal skills, have a supervisor who acts as mentor, interview an executive, and use an Action Plan Diary to analyze the work experience.

2. Seminar Component: Once back at school for their senior year, PLP students attend weekly seminars conducted by industry representatives and faculty. Topics include industry perspective and mentor interaction, public speaking, listening and other communication skills, accounting,

marketing, and manufacturing and production planning. Students play SIMQ, a computer simulation business game, focusing on production marketing, investment, and product decisions.

PLP gives students a chance to practice good management, rather than just to hear about it. Through experiential sessions, future engineers and scientists act out typical scenarios of the working world. They learn how to be assertive, to resolve conflicts, or to make a point in a committee meeting. To help them tune into the emotional and intuitive side of management, PLP includes a lot of values clarification exercises, where students learn to ask themselves what kind of work they'd like, what work they'd do best, and what they value most in life.

3. Career Counselling Component: To explore what they discover in seminar sessions, students are able to have individual counselling sessions. They focus on career path awareness, self assessment, goal setting and attainment, and interview skill enhancement.

RESEARCH

1. Past: The Early Identification of Management Talent (EIMT) research mentioned earlier developed methods for identifying management talent in a technical population, and led to the development of assessment tools and methods for identifying and selecting management talent in a technical college population. Through these efforts, there is a greater understanding of the unique characteristics of a technically trained population.

2. Current: Current research focuses on measuring key personality domains with success in capturing these domains in an applied setting.

3. Future: Research will assess whether these domains can be related to performance criteria, including immediate student behaviors and actual performance using work criteria. This in turn can lead to the development of a set of selection criteria for companies used in the recruitment of technical individuals. The development of techniques to assess the needs of technically trained individuals for training programs can also be researched.

SUMMARY

The Professional Leadership Program is uniquely designed to meet the needs of three participating groups. Students get an intense, innovative approach to management training which allows them to assess whether a management career and formal preparation for that career is appropriate for them as individuals. Rensselaer's School of Management can explore and contribute to the research innovations for technological management. Industry benefits from an improved method of identifying individuals most likely to rise to positions of leadership, thus justifying the investment of early career training and support.

For additional information about the students and the Professional Leadership Program, please contact: Marsha Paur Hall, Director.

Eckerd College - St. Petersburg, FL Peter K. Hammerschmidt

LEADERSHIP DEVELOPMENT

Office H-109; Ext. #462; Office Hours: 1:30-2:30pm Daily Or by Appointment

---

The primary purpose of this class is to develop the student's leadership abilities and potential for use in school, business, government and/or social organizations. Specific emphasis in the course will be on the process of creative leadership, decision-making, situational leadership, utilizing group resources, innovative problem solving, and feedback techniques.

The class will consist of readings and lectures, but most of the actual learning of leadership will take place in group exercises, management games, simulations, and case studies. A community service component will also be suggested, since actual leadership facilitates contributions to community.

In addition to the above, students will write a research paper on the organization of their choice explaining the history, function, purpose, and projected future of the organization. The organization selected need not be a corporation. It may be a church, school or charity.

Course expectations are stated below:

READINGS

All students will read In Search of Excellence by Thomas J. Peters and Robert H. Waterman, Jr. and The Situational Leader - The Other 59 Minutes by Dr. Paul Hersey. In addition to these books, supplementary readings will be handed out in class as they apply to the specific activities of that day. The readings will form the basis for the final exam. Students are also expected to read The Practical Stylist by Sheridan Baker.

CASES, SITUATIONAL GAMES, GROUP ACTIVITIES, AND EXERCISES

All students are required to attend class from 9:00 AM-Noon daily. During this time we will be doing our group activities and we will need everyone's participation in order to have a successful experience.

COMMUNITY SERVICE DAY

There will be a community service day (or some weekend). On that day the class will work on a community project that they have selected. What you do or contribute is entirely up to you. We will discuss the options as a class.

RESEARCH PAPER

Students, as stated, will submit a research paper on the organization of their choice. Students will be expected to purchase and use The Practical Stylist 5th Edition by Sheridan Baker as the guide for writing this paper.

The paper will be between 5-8 pages double spaced and typed, proofread, with all spelling and typographical errors corrected prior to submission. Papers with improper style, spelling errors, or typographical errors will be handed back ungraded.

The form will include an introduction, body, and a summary and conclusion section. Your introduction must include a thesis statement (see Baker).

A major goal of this paper is to acquaint you with library research: as such, your paper will be expected to include at least seven sources properly footnoted (see Baker) and with a proper bibliography. Remember, anytime you borrow an idea, a fact, or a phrase that is not your own you must footnote it.

GRADING

Your grade will be determined by your research paper, final exam, and class activities. A brief calendar of the term is provided. The events on particular days may change depending on class needs.

COURSE OUTLINE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week I	Introduction Initial Tests	Introduction To Assessment. Earth II. Select Research Topic.	Energy International. P&W Read pp. 3-55	8 Phases. Hollow Sq. P&W Read pp. 56-68	Decision Making. Meyers-Briggs P&W Read pp. 89-118
Week II	Situational Leadership. P&W Read pp. 119-155	Situational Leadership. P&W Read pp. 156-199	No Class--Community Service Day.	Utilizing Group Resources P&W Read pp. 200-234	Utilizing Group Resources P&W Read pp. 235-305
Week III	Innovative Problem Solving. P&W Read pp. 305-325	Innovative Problem Solving.	Feedback RESEARCH PAPER DUE	Feedback Goal Setting.	FINAL EXAM OVER READINGS

Tuskegee University School of Education - Tuskegee, AL Raymond T. Handy
Dept. of Vocational and Technical Education

COMMUNITY LEADERSHIP: VOCATIONAL EDUCATION 615

The purpose of VE615 is to develop an awareness of the concepts of competent leadership, and its special reference to educational development. It seeks to increase the students' understanding of the processes of community leadership development and to help him/her apply such processes to varied leadership situations.

COURSE OUTLINE AND PERFORMANCE OBJECTIVES

Assessing The Nature Of Community Development: Communities are like organisms in that they also go through cycles of birth, growth, stabilization, stagnation, decline and sometimes death. Students interested in the betterment of communities in rural areas often do not have the conceptual tools to understand the multidimensional nature of community or the processes and methods of community development. Before they can become effective "agents of change" students need to understand, appreciate and achieve an orientation of their specific roles. They need to develop their own functional definitions of community and community development, since they will tend to influence their communities the way they perceive themselves. Consequently, each student must:

(a) Develop a functional definition of "community," "development" and "community development." (b) Demonstrate an understanding and appreciation for the history of community development. (c) Describe situations and places in which community developers work and the different methods and approaches they use. (d) Identify and classify the groups involved in community development according to styles or strategies used to bring about change.

Determining The Steps In The Community Development Process: Community development is an action-oriented, problem-solving and needs-meeting process, or method, which most students must learn in theory and practice, to become effective practitioners. By learning the essential steps in the community developmental process, students can avoid needless mistakes and costly errors in their preparational phases by:

(a) Identifying, defining and placing in order of priority, assessing community needs, problems, goals and possible outcomes (b) planning and organizing for action through: (1) gathering and analyzing information, (2) selecting community development projects or programs of action, (3) identifying possible community resources for referrals, (4) exploring alternative courses of action, solutions, (5) designing a systematic approach for program planning, leading, organizing, and controlling the specific community activity, and recognizing concepts of accountability.

Determining How Communities Change And Can Be Changed: All students have some familiarity, from personal experience, with social change in their communities. However, they must be introduced to specific concepts dealing with social change at the community level, community involvement, technical assistance, and sources of leadership communication, and the factors for managing by objectives. They must be able to identify and describe community changes according to the degree of control exercised over the change: (1) defining concepts in the diffusion-adoption process; (2) identifying and describing different strategies for achieving controlled community change; (3) evaluating the consequences of change and different strategies for achieving change through the diffusion process.

Building Effective Leadership: All students will obtain a clear understanding of the makeup of a local community. For community development to become a reality as perceived by the student, the individual must take an active role in properly preparing for local community leadership; therefore, each student will be required to:

(1) Formulate a definition of leadership. (2) Identify the characteristics of leadership effectiveness in a local community. (3) Identify the functions of group leadership. (4) Describe the various styles of leadership. (5) Identify the behaviors essential for effective leadership. (6) Explain how people become leaders. (7) Identify the indicators of leadership. (8) Identify ways leadership skills can be learned. (9) Describe ways the leadership of a group may be shared, and identify the elements of management and procedures for organizing advisory groups.

The Application Of Leadership Concepts: The students must understand and recognize that leadership is the performance of a wide variety of specific functions needed to accomplish the assigned tasks and/or missions of the organization. Therefore, (in terms of) organizational goals and objectives; they must study (1) styles and descriptions of leadership, (2) leadership skills, (3) the factors of values and valuing, (4) qualifications of "good leaders," which inspire confidence and enable one to work effectively with others.

Leadership Balancing and Managing Conflicts: Since planning may be considered the most influential factor in successful leadership, each student must identify and study the following factors: (1) advantages and disadvantages of leadership balance, (2) how to manage conflict, (3) The Human Relations Theories by Likert, (4) McGregor's Theory X and Theory Y, (5) Herzberg's Motivators and Maslow's Hierarchy of Needs, (6) Getzels and Guba's Theory of Situational Leadership, (7) The Leadership/Continuum by Tannenbaum and Schmidt, (8) The Managerial Grid by Blake and Morton, (9) and the integrative perspective of leadership by the instructor consisting of a leader's personality characteristics, quality, perception and ability to influence and direct others.

Finally, in an attempt to have the students master these skills for successful leadership and to take control of their future, each student must select a set of audiocassette tapes revealing great new leadership ideas from experts in the business and professional world. These outstanding experts present the latest ideas on management, communications, human resources development, creativity, and strategies for successful leadership. During the lecture sessions, each student must study a set of the audiocassettes, prepare a written report, and make a presentation to the class of the particular set of tapes.

University of N.C. Greensboro - Greensboro, NC   Bruce Harshbarger

ELLIOTT CENTER FELLOWS PROGRAM

The Elliott Center Fellows Program-A semester-long non-credit course in campus leadership, (3 years old) for 20 selected members of the entering freshman class carrying a $100 fellowship grant from the Office of the Dean of Students. Participants meet weekly from Sept. thru Oct. and engage in self-assessment exercises to better understand their own skills and operating styles, study group dynamics to see how their personal styles merge with others in a group context, and then focus on specifics of the UNCG campus to develop a sense of direction in their co-curricular endeavors.

Topics covered are: Communication and Feedback; Group Dynamics; Assertiveness; Conflict Management; Decision Making; Leadership and Personal Style; Taking Effective Action on Concerns; Creativity and Innovating; UNCG History and Organization; Values Clarification. One trip will be an outdoor group experience in problem solving, conducted in the woods behind Guilford College. The ropes course trip is consistently rated as one of the highlights of the Program.

Freshmen are paid: because effective leaders are made, not born; because when student leaders at UNCG are better skilled and prepared as leaders it benefits all students; because the Elliott Center Fellows Program will require a lot of commitment.

Leadership Education and Development (LEAD)-Started in the fall of 1986 as a free consulting service for student organizations on the UNCG campus. While workshops and seminars on topics of importance to organizations are often offered on a one-time basis or as part of a Campus Leaders Retreat, LEAD attempts to make such assistance available at the request and convenience of the organizations which request it. Response to the program has, in its initial semester, been moderate.

Topics covered are: Conflict Management; Program and Activity Planning; Motivating Others; Advertising and Promotion; Fundraising; Planning and Leading Meetings; Financial Management; Assigning Tasks/Delegating Responsibility; Retreat Planning; Time Management; Stress Management; Brainstorming and Creativity; Membership Retention; Public Relations; Parliamentary Procedure; Life Style Management; Developing Group Responsibility; Organizational Leadership; Team Building; Self-Assessment (through use of the Myers-Briggs Type Inventory).

Spring Leadership Mini-Courses-Non-credit short courses and seminars, offered each spring by the Office of the Dean of Students including: Effective Advocacy; Running for a Campus Office; Delegating Responsibility and Managing Volunteers; Introduction to Leadership Development; Developing Assertiveness; Taking Command of your Future; and How to Get Results with People.

University of La Verne - La Verne, CA   Thomas R. Harvey

EXECUTIVE LEADERSHIP - DECISION MAKING

GOALS: The intent of this semester's management theme in Executive Leadership is to: Acquaint students with the literature base in leadership; Provide students an opportunity to examine their personal leadership styles; Examine the leadership style of effective superiors; Form a theory of effective leadership; Apply leadership theory concepts to management training.

The intent of this semester's management theme in Decision-Making is to: acquaint students with the literature base on decision-making and collaborative problem solving; Encourage students to examine both humanistic, interactive approaches and rationalistic, operations research approaches to decision-making; Have students devise intervention strategies in their organization's decision-making systems; Enable students to use collaborative problem solving in their organizations.

REQUIREMENTS

EXECUTIVE LEADERSHIP

(25 Points)
Individual Project

Points Awarded by Faculty
Due First Day of Seminar

1. Analyze your individual leadership style using two or three recognized assessment instruments. (One will be provided by faculty).
   a. Describe your style and in what contexts your style may change or be most effective.
   b. Indicate how the information from the instruments is congruent or incongruent with your self assessment as a manager and with the perceptions of colleagues, superiors and subordinates.
   c. Tell what, if anything, you would like to change about your style and why you wish to change it. (Text limited to 7 pages. Attach copies of assessment instrument data.)

(10 Points)
Individual Project

Points Awarded by Faculty
Due First Day of Seminar

2. Analyze the leadership style of any manager that you believe to be an effective leader in your organization. After interviewing that person, describe what particular behavior or qualities makes him/her effective. (Text limited to 2 pages.)

(15 Points)
Group Project

Points Awarded by Faculty
Due First Day of Seminar

3. Based on your personal and colleague analyses and your readings:
   1) create a set of generalizations about effective leadership, and
   2) describe training activities/experiences that would create more effective leaders.

DECISION-MAKING

(50 Points)
Individual Project

Points to be Awarded by Cluster Leader

Use a collaborative problem solving approach to:

1. Examine the decision-making patterns of a unit of the organization of which you are a member.
2. Choose two intervention strategies to improve decision-making in your organization. One of the two strategies should be humanistic and the other one rationalistic or research based.
3. Implement at least one of the strategies noted above and document its progress or success.

(15 Points)
Group Project

Points Awarded by Faculty
Due First Day of Seminar

Based on your readings and organizational analysis: 1) create a set of generalizations about effective decision-making, and 2) describe training activities/experiences that would create more effective decision-makers.

An additional 50 points in Executive Leadership and 35 points in Decision-Making will be awarded at the Seminar in January, 1987.

READINGS

REQUIRED READINGS:

LEADERSHIP

Bennis, Warren and Nanus, Burt. **Leaders: Strategies For Taking Charge.** New York: Harper & Row, 1985.

Stogdill, Ralph. **Handbook of Leadership.** New York: Free Press, 1981.

Yukl, Gary A. **Leadership In Organizations.** Englewood Cliff: Prentice Hall, 1981.

DECISION MAKING

Avery, Michael et al.. **Building United Judgement.** Madison: Center for Conflict Resolution, 1981.

Murray, Michael. **Decisions: A Comparative Critique.** Marshfield, Mass: Pitman, 1986.

White, Michael et al.. **Managing Public Systems: Analytical Techniques for Public Administration.** North Situate, Mass: Pitman, 1980.

RESEARCH

Gay, L.R. **Educational Research.** Columbus: C.E. Merrill, 1981.

Isaac, Stephen and Michael, William. **Handbook in Research and Evaluation.** 2nd Ed., San Diego: Edits, 1981.

SUPPLEMENTAL READINGS:

Harrison, Frank. **The Managerial Decision-Making Process.** Boston: Houghton-Mifflin, 1981.

Hersey, Paul and Blanchard, Ken. **Management of Organizational Behavior.** Prentice-Hall, 1982.

Tosi, Henry et al.. **Managing Organizational Behavior**, Marshfield, Mass: Pitman, 1986.

Wright, Peter and Taylor, David S. **Improving Leadership Performance.** London: Prentice Hall, 1984.

PROGRAM FOCUS: The Doctoral program in Educational Management is designed for the practicing school administrator. It applies management theory to the processes and practices of educational administration.

Practicing administrators pursue advanced study while continuing their professional careers. Day-to-day and long range problems facing administrators serve as case studies for individual and group activities. The theoretical aspect of the program is viewed and tested in the field by students, thereby validating competencies in both theory and practice. Learning experiences are founded upon theoretical knowledge in the behavioral sciences and the applied fields of public, business and educational administration.

PROGRAM STRUCTURE: Successful applicants are assigned to a doctoral cluster which meets regularly during the fall and spring academic semesters in a geographical area convenient to cluster members. Each cluster is led by a team which includes a successful leader in the field who has demonstrated the application of modern management theories and skills in an educational setting, and a regular faculty member of the University of La Verne. This team, supported by cluster colleagues and faculty, provides leadership and counseling to meet student needs and assure personal attention throughout the program.

Students from all clusters meet in a single location for intensive eight day seminars held at a central location each January and July. Seminars are scheduled over two weekends and the intervening five weekdays to minimize students' time away from their primary jobs. In July, second year students participate in an additional eight day seminar designed to provide individual assistance in meeting the doctoral dissertation requirement. Formal coursework continues over a three year period and students are encouraged to complete the degree in this time frame. All program requirements, including dissertation, must be completed within eight years of first enrollment.

PROGRAM COMPONENTS: The Doctoral Program in Educational Management is organized around twelve management theme courses and six research courses.

Management Theme Courses: Each semester two management theme courses are introduced during cluster sessions culminating in a semi-annual seminar at a central location.

A planning system involving university faculty, cluster leaders and student input enhances the relevancy of the objectives, readings, activities and evaluative criteria for the management theme courses.

Research Courses: Students enroll in a series of research courses designed to assist them in using systematic, collaborative problem solving and formal research procedures in addressing current concerns in their organizations.

Research courses are presented in a developmental sequence culminating in a doctoral dissertation. Students enroll in one research course each semester. Courses are completed at the cluster level, culminating in a dissertation seminar in July of the second program year.

North Carolina State University - Raleigh, NC   Gerald G. Hawkins

NORTH CAROLINA FELLOWS LEADERSHIP DEVELOPMENT PROGRAM

The North Carolina State Fellows Program is designed to provide talented university students opportunities for accelerating their personal development and leadership potential as a part of the undergraduate experience. Exceptional students who are likely to become involved in responsible, effective leadership roles early in their careers are encouraged to develop their leadership skills.

Fellows attend seminars and courses to become familiar with the attributes of leadership and help them to confront and analyze their own characteristics and to establish personal goals. Fellows develop self-confidence and problem solving ability through mentor relationships with members of the Fellows staff and each other, and through contact with business, government and professional leaders. Luncheons, dinner meetings, evening discussions and weekend conferences give the Fellows an opportunity to learn about meeting the challenges of decision making in today's technological society. In addition, summer or semester internships bring the Fellows into a working relationship with problem solvers and provide insight into the decision making processes.

LEADERSHIP THEORY COURSE

SOC 501: LEADERSHIP   Spring each year - Sophomore class

PURPOSE: (1) Review of literature related to theory and concepts of leadership development; (2) heighten awareness of each individual's potential for leadership; (3) provide a realistic contact between Fellows and individuals in leadership and decision making roles; (4) increase appreciation of the problems confronting decision making.

FORMAT: (1) A series of dinner/discussion seminars with 5 or 6 individuals who are in leadership positions in business, government, and education; (2) a series of lectures on leadership theory; (3) exposure to an experiential learning design dealing with problem solving and decision making; (4) out-of-class background readings; (5) individual study project; (6) leadership skills workshops.

SCHEDULE: Lecture: Tuesday 4:05 - 6:30; Dinner seminars when scheduled (usually on Tuesday) Student Center.

REPRESENTATIVE READING LIST

Text: Yukl, Gary W., Leadership in Organizations
McCelland, David C., The Two Faces of Power (Handout)
Gardner, John W., Self Renewal or Excellence (Paperback); Anti-Leadership Vaccine (Handout)
Machiavelli, N., The Prince, Harvard Classics, Vol. 36
Campbell, David, "If I'm In Charge Here, Why Is Everyone Laughing?" (Paperback) (Handout)
Zaleznik, A., The Human Dilemmas of Leadership (Handout); Managers and Leaders: Are They Different? (Handout)

Harvard University - Cambridge, MA
The John F. Kennedy School of Government

Ronald Heifetz

M-698: LEADERSHIP AND THE MOBILIZATION OF GROUP RESOURCES

GENERAL COURSE INFORMATION

The aim of this course is to give students a fundamental understanding of leadership. It is designed for people from various backgrounds, both those who have had experience exercising leadership and those who have not. The purpose is to increase one's awareness of what it means to be a leader and to develop one's capacity to manage the roles of leadership and authority.

Drawing from several disciplines, the course develops an analytic framework for intervening in political and organizational systems to get work done. Philosophy provides the groundwork for understanding the concepts of paradigm and change. Political science and business management offer perspectives for examining the functions of authority and distinguishing these from the exercise of leadership. Social psychology gives insight into the workings of groups and provides an approach to diagnosing what goes wrong in them. Music suggests a language for working with elusive qualities like harmony, inspiration, timing, conducting, creativity, listening, and resolution.

INSTRUCTORS: Ronald Heifetz, and five teaching assistants.
SCHEDULE: Lectures-Thursdays, 4:00-6:00 p.m.; Group Study Sessions-One hour per week; Debriefing for Designated Leaders and Case Presenters-Thurs. (twice during the semester) 2:00-5:00 p.m.

GROUP STUDY SESSIONS: The class will be randomly divided into groups of 8-10 students who will meet with their small group for one hour a week at a time to be arranged (there will be several options). The purpose of these sessions is to give students a laboratory: (1) to apply what they are learning in class and in the readings to their past and current experience; (2) to investigate the way they manage the roles and functions of leadership and authority; (3) to discover and analyze the properties of leadership and the dynamics of how groups work.

The organization of these groups will be described in detail in class. Briefly, students will be designated to lead their group once during the semester on a rotating basis. A different student each week will prepare and present a case study (preferably from their own experience) that will serve as a focus of work for the group. A guide to preparing the case will be distributed in class. A debriefing seminar will be held each week on Thursday for the designated leaders and the case presenters from each group.

REQUIREMENTS: Full and prompt attendance; completion of a weekly questionnaire to analyze the group study sessions (2-3 pgs.); completion of two or three short written assignments (1-5 pgs.); preparation of a case study based on one's own experience or taken from history; a major paper, which can be based on the case study, analyzing aspects of leadering (20-25 pgs., **due Friday, Jan.xx, 5:00 p.m.**); no exam.
GRADING: Classroom work 30%; weekly papers 30%; major paper 40%.

The books can be purchased at the Coop. Some of the readings can be purchased in the Reading Packet (M698). In addition, all of the readings will be on reserve in the KSG library.

SYLLABUS

Week:

1 Introduction: What does it mean to be a leader?

2 Orientation to group study sessions. Thurs. evening, 6:45-8:00 p.m., Leadership and the Process of Educating Groups. READINGS: Kuhn, The Structure of Scientific Revolutions, pp. 1-22, 23-25, 35-42; Plato, "The Philosopher-King," from The Republic, pp. 175-263; Burns, Leadership, pp. 9-28, 228-240, 444-462*

3 Leadership and the Nature of Work. READINGS: Fisher, Small Group Decision Making, pp. 1-8, 13-68, 69-91, 92-93, 99-115 (optional: pp. 115-125, 133-142); Argyris and Schon, Organizational Learning: A Theory of Action Perspective, pp. 1-29 (optional: pp. 30-44)*; Pascale, "Zen and the Art of Management," from Harvard Business Review--On Human Relations, pp. 125-139; Tucker, Politics as Leadership, pp. 1-30; Meir, "Two Nations in Israel," from This is Our Strength: The Selected Papers of Golda Meir, pp. 49-52*

4 Group Dynamics. READINGS: Freud, Group Psychology and the Analysis of the Ego, pp. 1-36, 49-60; Fisher, Small Group Decision Making, pp. 142-180 (esp. p. 170), 201-207, 215-223, 228-295 (optional: 180-201); Rogers and Roethlisberger, "Barriers and Gateways to Communication," from Harvard Business Review--On Human Relations, pp. 294-305

5 Leadership and Creativity. READINGS: Kuhn, The Structure of Scientific Revolutions, pp. 77-91, 92-97, 109-110, 111-115, 160-173; May, The Courage to Create, Chs. 1-4 (pp. 1-109); Kuhn, "The Essential Tension: Tradition and Innovation in Scientific Research," from The Essential Tension--Selected Studies in Scientific Tradition and Change, pp. 225-239*; Weber, from Gerth and Mills, Essays from Max Weber: Essays in Sociology, pp. 245-252, 253-255*; Friedan, The Second Stage, pp. 15-18, 23-31, 38-41*; Deutsch, "Discovery is the Cutting Edge of Learning," from MacIver, The Hour of Insight, pp. 71- 84*; Perkins, The Mind's Best Work (optional)

6 Leadership and Authority. READINGS: Selznick, Leadership in Administration, pp. 22-28, 134-154*; May, The Courage to Create, Chs. 6-7 (pp. 133-169); Gandhi, Indira, My Truth, pp. 161-173*; Tucker, Politics as Leadership, pp. 59-67, 77-97; Kellerman, Leadership: Multidisciplinary Perspectives, Chs. 2 and 7; Barnard, The Functions of the Executive, pp. 215-234*; Zaleznik, "Managers and Leaders: Are They Different?", from Harvard Business Review--On Human Relations, pp. 162-179; Machiavelli, The Prince (optional)

7 Assassination Readings: Neustadt, Presidential Power, pp. 3-10 (optional: 10-25), 44-79 (esp. 78-79), 133-135 (esp. 135), 140 (top)-143, 155-156; Musashi, A Book of Five Rings, pp. 33-50, p. 95, skim 1-32; James, "Expiation and Atonement," from Sacrifice and Sacrament, pp. 104-128*; Freud, Totem and Taboo, pp. 100-161 (esp. 132-161; Clausewitz, "On Military Genius," from On War, pp. 100-114*

8 Purpose, Task and Task Avoidance Mechanisms. READINGS: Kellerman, Leadership: Multidisciplinary Perspectives, Ch. 10; Fisher, Small Group Decision Making, go over pp. 60-68; Neustadt, Presidential Power, pp. 150-152. **Exercise: Small group analysis of "Excalibur" (film).**

*These readings have been assembled into a Reading Packet (M698).

Week:

9 Intervention: Managing Chaos and Conflict. READINGS: Fisher, Small Group Decision Making, go over pp. 228-259; Kellerman, Leadership: Multidisciplinary Perspectives, Ch. 12; Burns, Leadership, go over pp. 234-240 (on Mao)*; Case Study: "Freezing the Arms Race: The Genesis of a Mass Movement," excerpts*; Collier, "Business Leadership and a Creative Society," from Harvard Business Review--On Human Relations, pp. 418-435; Rukeyser, "Ann Burlak," and "Kathe Kollwitz," from The Collected Poems of Muriel Rukeyser, pp. 196-199, 479-484*

10 Leadership and Listening (Sensing the Environment). READINGS: Rice, "Selections from: Learning for Leadership", from Coleman and Bexton, Group Relations Reader, pp. 71-121; Neustadt, Presidential Power, pp. 112-118; Wrapp, "Good Managers Don't Make Policy Decisions," from Harvard Business Review--On Human Relations, pp. 74-85; Neruda, Pablo, "To Acario Cotapos," from Fully Empowered, pp. 68-75*; Whitman, "Proud Music of the Storm," from The Portable Walt Whitman, pp. 255-261*
Evening class, 7:15-10:00 p.m.

11 Inspiration and Persuasion. READINGS: Neustadt, Presidential Power, pp. 26-43; Fischer, The Life of Mahatma Gandhi, pp. 420-505; Gandhi, Indira, My Truth, pp. 179-186, 190-192*; Emerson, "Self-Reliance"*
Evening class, 7:15-10:00 p.m.
Film, Thurs. evening, 6:00-9:00 p.m.

12 Partnership in Leadership. READINGS: Schlesinger, The Coming of the New Deal, pp. 511-588; Walker, The Color Purple.
Evening class, 7:15-10:00 p.m.

13 Summary and Thoughts about the Future. READINGS: Plato, "The Philosopher-King," from The Republic, re-read pp. 175-263

*These readings have been assembled into a Reading Packet (M698).

BOOKS ON ORDER AT THE COOP, HARVARD SQUARE

1. Burns, James MacGregor, Leadership, Harper Colophon, 1978
2. Fischer, Louis, The Life of Mahatma Gandhi, Harper Colophon, 1950
3. Fisher, B. Aubrey, Small Group Decision Making, 2nd ed., McGraw-Hill, 1980
4. Freud, Sigmund, Group Psychology and the Analysis of the Ego (1921), Strachey translation, Norton, 1959
5. Freud, Sigmund, Totem and Taboo (1913), Strachey translation, Norton, 1950
6. Harvard Business Review--On Human Relations, Harper & Row, 1979
7. Kellerman, Barbara (ed.), Leadership: Multidisciplinary Perspectives, Prentice-Hall, 1984
8. Kuhn, Thomas, The Structure of Scientific Revolutions, 2nd ed., University of Chicago, 1970
9. May, Rollo, The Courage to Create, Bantam, 1975
10. Morris, W. (ed.) The American Heritage Dictionary, 1st ed. (large format edition), Houghton-Mifflin, 1969
11. Musashi, A Book of Five Rings, Overlook, 1982
12. Neustadt, Richard, Presidential Power, Wiley, 1980
13. Plato, The Republic, Cornford translation, Oxford, 1941
14. Selznick, Philip, Leadership in Administration, Harper and Row, 1957
15. Tucker, Robert C., Politics as Leadership, University of Missouri Press, 1981
16. Walker, Alice, The Color Purple, Washington Square Press, 1982

Harvard University - Cambridge, MA
The John F. Kennedy School of Government

Ronald Heifetz

M-699: RESEARCH SEMINAR IN LEADERSHIP

COURSE DESCRIPTION

This course is a clinical training in leadership in which you will be investigating the determinants of your own efficacy as a leader. Your research will require a field setting or laboratory in which to formulate and test hypotheses about diagnosis and intervention into social/political systems. The setting should be a task-oriented group or organization, probably in the community.

Examples of Settings: Political groups or organizations; tavistock conference; community action organizations (abortion, NRA, environment, nuclear, voting, race relations, discrimination, etc.); church groups; school organizations; group or organizational projects.

You should select a group which is personally important to you. Don't approach the project in a detached, uninvolved manner as if you were the consultant and the organization or group were the client. The seminar will meet 3 hours a week during which students will present their research findings for supervision and discussion. The readings for the course will be determined primarily by the students.

The class will be limited to 16 students. **M-698: Leadership and the Mobilization of Group Resources** is a prerequisite. Selection for the class will be based on your ability to find a field setting, as well as the degree to which you are willing to tackle what it will mean for you to be a leader to people.

A final report (25-35 pages) analyzing your research experience will be due at the end of the course.

Harvard University - Cambridge, MA
The John F. Kennedy School of Government

Ronald Heifetz
Marty Linsky

POLITICAL LEADERSHIP: M603

Instructor: Marty Linsky and two teaching assistants.

This course is designed for students who have run for office, are thinking about running for office, or are thinking about thinking about running for office. The purpose of the course is to explore the electoral option: what does it mean in a democratic society to be in elective office? What distinguishes it from holding other positions in public or private life? What skills, personal qualities, and commitments are required? In what way does holding elective office provide resources and constraints on leadership? The course starts from the assumption that like the policy analyst and the public manager, the elected official plays an important, professional, legitimate, and distinct role in governance.

This course is designed to complement M698 in the sense that it applies some of the ideas about leadership in M698 to the specific environment of elective office. M698 should not be thought of as either a prerequisite for or a bar to taking M603.

This course is new; it will undoubtedly evolve during the semester. Some of the elements of the structure, particularly the use of small groups and the participation in exercises, will be determined by the number of students in the course. It is part of a broader effort at the Kennedy School to focus more attention within the curriculum on elective office. The first 2/3 of the course will address two questions: why run for office, and what does it take to run? The issues are more personal qualities and the nature of the commitment than campaign strategy. The last third of the course will address the question, what are the resources and constraints of elective office in exercising leadership? There will be some short writing assignments and a final paper, with no exam. In addition to discussions and role playing exercises during our meetings, we will use the class as a case in point to observe how leadership is exercised and to give each of us some more experience to use in thinking about whether this is a path to pursue. There will be one evening class in Apr. from 7:00 to 10:00, which will be part of the exercise during that week. Another exercise, an election for M603 Class President, will begin about 1/3 of the way through the semester and will continue until the last class. Details will be forthcoming.

NOTE: All students are expected to see the movie, The Seduction of Joe Tynan, before the first class.

A. Gaining Political Authority

1) **Issues and Purpose:** What themes of the movie are important to you and why? What is your idea of a good elected official? What expectations and assumptions do you bring to your consideration? What is your purpose? Why seek political authority? Why run for office?

2) **Personal and Public:** Read: Jeff Greenfield, Playing to Win, Ch. 1; Edmund P. Willis, ed., Fame and the Founding Fathers, Ch. 1, Douglass Adair's paper presented to the March Conference on Early American History at Moravian College in 1966; Where are you in your thinking about running for office? What are your considerations? What does it mean to you to be a public person?

3) **Roots.** Read: Edward Koch, Mayor, Ch. 1. Who are you, politically speaking? What do you stand for already? Where do you live? Where do you come from? What is your heritage? Your ideology? Do you need one? M603 Election Briefing. **Due in class:** In a two-page letter to your mentor, preferably your real mentor but imagined is acceptable, describe where you are in the process of thinking about running for office. Why would you do it? Why not? What are the considerations that seem most important to you? What are the assets which you think you would bring to the quest? To the service? What are the liabilities?

4) Reading and discussion of letters to mentors in small groups and discussion of themes in large group.

5) **Who Runs?** Read: James David Barber, The Lawmakers, Ch. 6, "The Development of Political Personalities"; James MacGregor Burns, Leadership, Ch. 5, "The Crucible of Political Leadership". What qualities does it take to run for office? What personal needs might running for office fulfill? How will you decide? In class we will show a videotape of a conversation among some people who share both a Kennedy School background and experience in running for office.

6) **Campaign Announcements.** Some members of the class will have the opportunity to tape campaign announcements, which will be reviewed by the entire group in class.

7) **Pressing the Flesh.** Read: Mario Cuomo, Diaries of Mario Cuomo, Mar. 2-21, and Sept. 6-25, 1982. What are the differences in goals and techniques of making a speech to a large group of supporters, making a speech to a large group of uncommitted people, working the crowd at a cocktail party, or trying to convince twenty people at a coffee party to give you some help?

8) **Pressing the Flesh (cont'd).** During class we will simulate some of these environments.

9) **Conveying the Message.** Read: Greenfield, Chapter 7, 8, and 9. Hunter S. Thompson, Fear and Loathing on the Campaign Trail, Intro., pp. 15-21. What do you want from the press? What does the press want from you? The newspaper story, television news, a paid ad in one or the other, a radio spot, a brochure: how do the differences in the media affect the presentation and the message? What is it that you want people to know? How do you want them to understand you?

Due in class: Write your campaign slogan. Design a simple brochure for your campaign. You may write it as if you were running for office now, or some time in the future.

10) **Analyzing the Brochures.**

11) **Paying the Piper.** Read: Joe Kennedy's Dilemma. What would you have done? Why? What qualities does it take to raise money for yourself? What would your guidelines be?

12) **Asking for Money.** During class we will simulate several fundraising environments.

13) **Confrontation.** Case: The Helms-Hunt Senate Race (selected excerpts) Case: The 1969 Election Debate Among Candidates for Mayor in New York City; When and how do you attack your opponent? What should Lindsay have done in 1969?

14) **An Exercise in Confrontation.**

B. Exercising Leadership From Elective Office: Resources and Constraints.

1) **Leadership and Elective Office?** Read: Ronald L. Heifetz and Riley M. Sinder, "Political Leadership: Managing the Public's Problem Solving," draft chapter for The Power of Public Ideas, Robert Reich (ed.), Ballinger, forthcoming 1987. William Riker, The Art of Political Manipulation, Preface, Chs. 1,2,3,&6. J. Anthony Lukas, Common Ground, Chs. 9&28. What is leadership for an elected official? What is the difference between leadership and manipulation? What forces does an elected official attract? What qualities are required for effective leadership?

Note 1: This is a heavy assignment, but these readings will form the foundation for much of our discussion for the remainder of the semester.

Note 2: At 4:00 we will begin an exercise, called the institutional event, designed to give you further opportunity to experience and to study the nature of political leadership in a group context.

2) **Institutional Event,** 7:00-10:00 p.m.

3) **Institutional Event,** 3:00-3:45 p.m.; Debriefing, 3:45-4:30 p.m.

4) Further Debriefing on Institutional Event.

Due in Class: Each student will write a brief memo, not more than five pages, analyzing the issues and his or her experience in the institutional Event.

5) **Setting the Agenda and Framing the Issue.**

6) **Listening, Managing Attention, and Getting Work Done.** How do you hear what someone is saying? How do you hear what a group is saying? How do you hear the song behind the words? How do you know what to do with what you hear? Cases: The decision of Senator McGrail; The decision of Senator Gorton; Ruckelshaus and Arasco.

7) **Exercises in Hearing.** Why has South Africa become such a hot issue on the political agenda?

Due in Class: Each student will read the Sunday New York Times and turn in a memo, no longer than two pages, based on that reading which identifies issues which might arise five or ten years from now based on today's news.

8) **Political and Policy Stands as Heuristic Devices.** What difference does it make whether alcoholism is identified as a health problem or a criminal problem? Analyze a law from the perspective of whether and in what ways it affects the way people deal with one another, public deliberation, and public learning.

9) **Election, Post-election Analysis, and Victory Party.**

Final Paper: The final paper will consist of two parts. First, each student will submit a summary and analysis of their weekly diary of the election, not more than five pages in length. Then each student will design his or her own second question, also to be answered in not more than five doublespaced typewritten pages. Among the possible topics are: rewriting the mentor letter in greater detail reflecting the learning of the course; reflecting on some other experience which you understand differently as a result of the experience of this course; and interviewing candidates and/ or elected officials around some of the themes of the course which are particularly important to you. The purpose of the paper is to integrate the ideas of the course into your own experience in whatever way you think will be most productive for you. A written prospectus for the second question must be submitted by Apr. The paper will be due in May, a week after the last class.

LEARNING FOR LEADERSHIP

Instructors: William Hill (Political Science); Ron Deluga (Psychology); John Zeiger (Management); Rosemary D'Arcy (Center for Management Development).

This course is an intensive examination of the varied aspects of the topic of "Leadership" viewed from a multidisciplinary perspective. It will investigate a number of the most important issues and/or questions concerning "Leadership", including: definition(s) of Leadership; sources and styles of Leadership; Leadership compared to management; and, the ethical implications of Leadership. In the examination of these aspects of Leadership, students will be provided with a number of opportunities to apply what they are learning about Leadership in an ongoing fashion to "real world" situations related to their own experiences and to that of recognized Leaders at the local, national, or international level. This will enable the course to achieve its most important goal: to allow students to learn about and apply leadership theories and skills as complementary parts of a single activity.

REQUIRED READINGS: Bernard Bass, Leadership and Performance Beyond Expectations, 1985. Barbara Kellerman (ed.), Leadership: Multidisciplinary Perspectives, 1984. Douglas Yates, Jr., The Politics of Management, 1985. Recommended: James MacGregor Burns, Leadership, 1978.

COURSE REQUIREMENTS:

1) "Reaction Papers" (2-3 pp) to be written in response to the presentations by the speakers in the Leadership Forum Series and to films shown in class (20% of the total course grade).
2) A written analysis (3-5 pp) of what the student considers their most significant failure in their life and the positive things they learned from it (15% of the total course grade).
3) Class Participation-including "impromptu" class presentations/discussions by individual students allowing them to utilize their understanding of class materials in practical in-class applications (15% of total course grade).
4) A Final Exam, in-class and all essay, based on all materials covered in the course (25% of the total course grade).
5) You have the **OPTION OF CHOOSING TO DO EITHER:**
   A. A written (5-7 pp) "Leadership Profile" of a local, national, or international leader, based on either a personal interview or library research on the individual. The "profile" would focus on an analysis and evaluation of the individual's characteristics and style of leadership.
   OR
   B. A written (5-7 pp) "Leadership Analysis" of a "Group" on or off-campus based on personal observation and attendance at the group's meetings. This paper would focus on the group dynamics (i.e. Leader-follower relations, decision-making rules, communication, etc.) related to how the group functions and analyze and evaluate how the group makes decisions.
   OR

C. An oral in-class "Persuasion Project" (5-10 Min.). Prepared in advance, the purpose of this "project" would be for students to utilize their Leadership skills and their understanding of the class materials to "persuade" the class to accept/adopt the student's argument/perspective on a subject. (Option 5a,b, or c, 25% of the total course grade).

GENERAL COURSE OUTLINE:

I. Why Study Leadership? Required Readings: Kellerman, Chs. 3,4,&7. Recommended: Burns, Prologue, Ch. 1.

II. Theories of Leadership and Leadership Styles. Required Readings: Kellerman, Chs. 1,2,3,5,8,&10; Bass, Chs. 1-4,7-8, 9-10. Recommended: Burns, Chs. 3,4,7,8,9,&16.

III. Leadership Ethics. Required Readings: Kellerman, Ch. 12; Class Handouts. Recommended: Burns, Chs. 2,6,&17.

IV. Leadership and Management. Required Readings: Kellerman, Ch. 6; Yates, Intro, Ch. 1. Recommended: Burns, Chs. 11,&14.

V. Leadership Skills. Required Readings: Yates, Chs. 2-6, 8,& Conclusion; Bass, Chs. 5-6. Recommended: Burns, Chs. 15,10,&13.

VI. Practical Applications. Required Readings: Kellerman, Chs. 9&11; Yates, Ch. 7; Bass, Chs. 11-12.

College of Wooster - Wooster, Ohio James A. Hodges

INTERDEPARTMENTAL 399: LEADERSHIP: THEORY AND PRACTICE T,Th 2:30-3:50

I. Some Views of Leadership - "Leadership is a word on everyone's lips. The young attack it and the old grow wistful for it. Parents have lost it and police seek it. Experts claim it and artists spurn it, while scholars want it. Philosophers reconcile it (as authority) with liberty and theologians demonstrate its compatibility with conscience. If bureaucrats pretend they have it, politicians wish they did. Everybody agrees that there is less of it than there used to be....If there was ever a moment in history when a comprehensive strategic view of leadership was needed, not just by a few leaders in high office but by large numbers of leaders in every job, from the factory floor to the executive suite, from a McDonald's fast-food franchise to a law firm, this is certainly it." Warren Bennis and Burt Nanus, Leaders: The Strategies for Taking Charge (1985).

"Leadership has an elusive, mysterious quality about it. It is easy to recognize, hard to describe, difficult to practice, and almost impossible to create in others on demand. Perhaps no other topic has attracted as much attention from observers, participants, and philosophers--with so little agreement as to basic facts." David Campbell in William E. Rosenbach & Robert L. Taylor, Contemporary Issues in Leadership.

"Leaders differ not only in terms of their official role, but also according to the values and attitudes they promote and defend. Leaders succeed only when they embody and express, for better or worse, values rooted in the social character of group, class, or nation." Michael Maccoby, The Leader.

Maccoby for his study of leaders developed the leadership interview. Answer the questions and decide what kind of leader you are.

1. What is your position?
2. Describe your job.
3. What is your history in getting there?
4. What has been the role of luck?
5. What is your philosophy of management? (Goals, moral code, principles, strategy and tactics)
6. Describe yourself. What is your character like?
7. How do you deal with the jungle fighters? (Examples?)
8. How do you pick aides, new leaders? What do you look for? What do you dislike?
9. Is there a way to develop leaders?
10. How do you determine whom you can trust?
11. Have you thought about different types of people?
12. How do you work with those who don't share your principles? Above you; peers; below you? (Do you try to teach them, change them?)
13. How do you deal with incompetence? (Example)
14. Have you ever fired someone for incompetence?
15. How did you feel?
16. Do you experience the pain and joy of others close to you?
17. Do you think about the effect on people when you make decisions? How?

18. What qualities of character have been most necessary for leadership? (e.g., courage, generosity, vision, compassion, openness to learn?)
19. How have you developed them?
20. Do you or have you had to struggle with negative traits in your own character?
21. Do you believe you are especially gifted? In which ways? Could anyone do what you do? Do you feel your gifts call for special responsibility?
22. Are you envious? How do you deal with envy of others?
23. Have you had help from a teacher, parent, a supervisor or someone at work?
24. Has a religious or philosophical thinker influenced you? How?
25. Describe your childhood and schooling, especially experiences that led to development of leadership. (e.g., sports, school government, church activities)
26. Define the ideal friend. Who in your experience has come closest to this ideal?
27. Are you married? How would you describe your wife (husband) and family life?
28. Are your work life and family life ever in conflict? How do you resolve it?
29. Define love in your own terms.
30. Do you have children? What are they like? What is your relationship to them?
31. Any dreams you remember? Repetitive dreams?
32. How well do you feel you know yourself?
33. What is your idea of a good society?
34. What is your contribution to this end?
35. What is your view of democracy? What is its role in a work organization?
36. In a meritocracy, there will always be winners and losers. How can a society be developed to respect people who are not winners?
37. What does the phrase "all men are created equal" mean to you? (What about inequality of talents?)
38. Do you believe man is born with a destructive instinct?
39. How would you define human development?
40. Name three people you have most admired and why.
41. It is said that power tends to corrupt. What do you think about this in your case?
42. What can a leader do to avoid corruption?
43. What are the rewards from your position, both psychic and material?
44. Do you think your rewards are fair?
45. Have you ever sacrificed personal gain for moral principle? (Example)
46. Have you ever sacrificed moral principles for personal gain?
47. Do you have time to think about basic issues?
48. What do you read?
49. Are you hopeful about the future of mankind?
50. What do you believe are the key issues that will determine the future of society?

"One of the most universal cravings of our time is a hunger for compelling and creative leadership....The crisis of leadership today is the mediocrity or irresponsibility of so many men and women in power....We know far too little about Leadership....Leadership is one of the most observed and least understood phenomena on earth....There is, in short, no school of leadership, intellectual or practical." James MacGregor Burns, Leadership.

A Quiz

What is the Leadership behavior required for the following situations?

1. When the leader's unit is in direct competition with other units or organizations, and it can only survive and prosper by being more efficient and productive than competitors.
2. When the leader works in close proximity to subordinates and/or must interact frequently with them due to the nature of the task.
3. When the work is difficult and frustrating, and subordinates are likely to become discouraged by temporary setbacks and lack of progress.
4. When the leader is able to obtain reliable information about subordinate performance.
5. When performance outcomes are primarily determined by subordinate effort and skill rather than by events beyond the subordinate's control.
6. When subordinates possess relevant knowledge and information needed by the leader to solve problems and make good decisions (unstructured task or inexperienced leader).
7. When subordinates are competent professionals or craftsmen who can perform their work without much supervision.
8. When the work is complex and unstructured, and subordinates rely on the leader for guidance about objectives, procedures, and priorities.
9. When performance outcomes are highly dependent on subordinate effort and are not strongly affected by fluctuating conditions beyond the control of subordinates.
10. When the nature of the work and/or technology is changing, and subordinates need to learn new skills and procedures.
11. When there is a crisis or emergency, and subordinates are anxious and concerned about what is happening.
12. When the group exists in a hostile environment, and its survival is endangered by competitors and external opponents who cause periodic crises.
13. When the unit has several types of tasks to perform and group efficiency depends on organizing the work to match task requirements with subordinate skills.
14. When the leader's unit is highly dependent on other organizational units to accept and/or approve its outputs.
15. When the organizational unit is large, and it contains competing groups or factions.
16. When subordinates are in competition with each other for resources, status, and power.
17. When subordinates compliance with rules and orders is essential for the survival and effective performance of the unit.

Answers:(1) Performance Emphasis; (2) Consideration; (3) Inspiration;
(4) Praise-Recognition; (5) Structuring Reward Contingencies;
(6) Decision Participation; (7) Autonomy-Delegation;
(8) Role Clarification; (9) Goal Setting; (10) Training-Coaching;
(11) Information Dissemination; (12) Problem/Solving;
(13) Planning; (14) Representation; (15) Interaction Facilitation;
(16) Conflict Management; (17) Criticism-Discipline.

Constructed From Gary Yukl, Leadership In Organizations

II. Structure of the Seminar: A well-known behavioral scientist, Ralph M. Stodgill wrote in 1974 that "There are almost as many definitions of leadership as there are persons who have attempted to define the concept." Nevertheless, this seminar attempts to introduce, in a broad manner, three key, interlocking questions that surround the concept of leadership--What is the act of leadership? What are some styles of leadership? How does one lead? Our answers will be, by the nature of the topic, inconclusive and partial, but the format of the seminar--multidisciplinary, with several professors joining us to help us work through a reading that is in the familiar form of their discipline, and the seminar method of report and discussion--will force us individually to come to some terms with leadership studies. The week-long acquaintanceship with an important leader during the spring break will help to marry the learning of the academe with the world of practice.

A. What is Leadership?

1) Introduction to the course and each other. What is leadership? Why study leadership? The relationship between leaders and followers Personal motto exercise. Reading: James MacGregor Burns, Leadership pp. 1-38; Thomas E. Cronin, "Thinking and Learning About Leadership"; and John Gardner, "Leadership".
2) Two short films--"Bolero" and "Orchestra Rehearsal" by Fellini.
3) Traits of Leadership. What do we mean by the term styles of leadership? Reading: Burns, Leadership. Everyone is expected to skim this big book. Every student will also be responsible for reading closely a section assigned to you. Know the difference between what Burns calls Transforming Leadership and Transactional Leadership. Talking Point Paper Due (See Evaluation and Writing Assignment section of Syllabus).

B. Styles of Leadership

There are many approaches to leadership study. Rather than structure the seminar around individual questions about leadership, it is focused around the idea of styles of leadership, a popular approach consistent with current leadership theory of how people lead. For example, author James J. Cribben identifies by style leaders he thinks are "less effective" over the long run--the Bureaucrat, the Zealot, the Machiavellian, the Missionary, the Climber, the Exploiter, the Temporizer, and the Glad-hander. On the other hand, his "effective" leaders are the Entrepreneur, the Corporateur, the Developer, the Craftsman, the Integrator, and the Gamesman. The seminar will consider the following categories over the next few weeks: some classical styles, American Presidential styles, leadership style in another place and time, leadership by moral persuasion, the military style, gender and style, and modern corporate management style in America.

4) Classical Styles of Leadership-Reading: Bondanella and Musca (eds.), The Portable Machiavelli; Han Fei Tzu, "The Way of the Ruler".
5) Classical Styles continued-Guest of the seminar is Mark Weaver of the Political Science Department. Professor Weaver is the first of several such guests. We will examine the readings on their own terms and then develop questions about leadership posed by the readings. The guest will help us understand how the readings assist in understanding the act of leadership. Talking Point Paper Due
6) Leadership Styles of American Presidents since F.D.R. Reading: Barbara Kellerman, The Political Presidency.

7) Presidential Power continued. Guest: Eric Moskowitz of the Political Science Department. Talking Point Paper Due
8) Leadership Styles in Another Place and Another Time. Reading: Thomas Hardy, The Mayor of Casterbridge.
9) Another Place and Time continued. Guest: David Moldstad of the English Department. Talking Point Paper Due
10) Leadership by Moral Persuasion. Talking Point Paper Due. Reading: Stephen Oates, Let the Trumpet Sound: The Life of Martin Luther King, Jr.
11) Moral Persuasion continued. Guest: Terry Kershaw of the Sociology Department. Talking Point Paper Due
12) Military Leadership. Reading: Each student will be assigned a biography or autobiography of a military leader, such as Dwight Eisenhower, Crusade in Europe; Matthew B. Ridgway, Soldier; William Manchester, An American Caesar; and James R. McDonough, Platoon Leader. Scanning will be in order!
13) Film: "12:00 High"
14) Military Leadership continued. Guest: John Gates of the History Department. Talking Point Paper Due
15) Gender and Leadership Style. Reading: Virginia Woolf, Three Guineas, Amy E. Schwartz, "She is No Executive".
16) Gender continued. Guest: Joanne Frye of the English Department. Talking Point Paper Due
17) Modern Corporate Leadership Styles. Reading: Lee Iacocca, Iacocca, Harold Geheen, Managing.
18) Corporate Leadership continued. Guest: John Sell of the Economics Department. Talking Point Paper Due

C. How Do People Lead?

19) Leaders and Their Environment. Preparing for the Acquaintanceship. Guests: Sarah Patton, Vice President for Development; Marjorie Kramer, Director of College Relations and Alumni Affairs.

Spring Break and the Acquaintanceship

20) Report of the field experience to the seminar. Students will present an oral report describing their assignment and reporting the major understandings about leadership gained. This will be the foundation of a written report.
21,22,23) Oral Reports Continued Next Three Sessions
24) The Act of Leadership From a Sociological Perspective. Reading: "Sources of Power in Organizations" ch. 4, in Jeffrey Pfeffer Power in Organizations. Perspectives on Organizations, ch. 1, in Charles Perrow Organizational Analysis. "Introduction" in Charles Perrow Normal Accidents. "Organizational Control and Leadership" in Amitai Etzioni Modern Organizations. "Power Skills in Use: Corporate Entrepreneurs in Action" in Rosabeth Moss Kanter The Change Masters. Guest: Charles Hurst of the Sociology Department. Talking Point Paper Due
25) Special Dinner Meeting, 6:00 pm. Guest: Kenneth Plusquellec, Vice President of Student Affairs, and selected student leaders. Discussion: "Leading at Wooster."
26) Behavioral Sciences and the Act of Leadership. Reading: Gary A. Yukl, Leadership in Organizations.
27) Behavioral Sciences continued. Guest: Jo-Ellen Asbury of the Psychology Department. Talking Point Paper Due.

28) Communication and the Act of Leadership. Reading: Donald W. Klopf, Interacting in Groups: Theory and Practice, pp. 147-183; Joseph A. DeVito, Human Communications, pp. 226-265. "Leading the Small Group" in H. Lloyd Goodall, Small Group Communication in Organizations (Dubuque, IA: Wm. C. Brown 1985), 120-151; "Power in Interpersonal Relationships" in Joseph A. DeVito, The Interpersonal Communication Book (New York: Harper & Row, 1986), 268-282. Guest: Amos Kiewe of the Speech Communications Department. Talking Point Paper Due.
29) Ethics and the Act of Leadership. Guest: Richard Bell of the Philosophy Department. Talking Point Paper Due on the Movies.
30) 6:00 pm: "Citizen Kane", just watch.
31) Another movie, "A Man For All Seasons".
32) Summary and Closing Ceremonies. **Final Exam**-In lieu of a written exam each student has to attend the leadership symposium at the College; there will be a meeting of the seminar during it.

III. Basic Book List: James MacGregor Burns, Leadership. Harper Paperback Peter Bondanella and Mark Musca, The Portable Machiavelli. Penguin Paperback; Thomas Hardy, The Mayor of Casterbridge. New American Library Paperback; Virginia Woolf, Three Guineas. Paperback, Harcourt Brace Jovanovich edition; Stephen Oates, Let the Trumpet Sound: The Life of Martin Luther King, Jr. Paperback, Mentor Book; Gary A. Yukl, Leadership in Organization Prentice-Hall, 1981; Harold Geheen, Managing and Lee Iacocca Iacocca.

IV. Evaluation and Written Assignments: The seminar method relies on aggressive participation by the students; 50% of the credit for this course is based on the quality of such participation. The grade is subjective on my part, but **three criteria** will guide me: What does the student have to say? Does the student's participation grow out of the reading? Has the student pushed his/her participation to the limit given his/her personality and abilities?

Talking Point Papers or **position papers**. The seminar is overwhelmingly made up of seniors who are busily writing senior theses in their major fields. So these papers should be no longer than 500 words (2) type-written pages taking various informal directions such as unrelated points that arise from the reading or expository arguments or question seeking in preparation for guests. The criteria for grading lies in the extent to which the paper grows from the reading, the importance and insight of what is written, and the grace of sentence structure. Position papers make up 30% of the course; **oral and written report about the Acquaintanceship** accounts for the final 20%. A final conference with each student will help to arrive at a final grade.

V. Office Hours: I am ready to help you in any way I can. I will post office hours on my bulletin board outside my office--or see you by special appointment.

VI. Goals of the Seminar: To understand some of the major questions and answers about Leadership; to develop reading and oral skills based on critical thinking; to pick out important ideas in longer works; to participate effectively in a small group to further its task; to develop the skill of formal presentation; to enhance your writing skills; to have intellectual fun and play.

University of South Carolina - Columbia, SC Cmdr. P. R. Hodson, USN
Leadership and Management Course Coordinator for Naval ROTC Nationwide

NAVAL RESERVE OFFICER'S TRAINING CORPS
LEADERSHIP AND MANAGEMENT

Two Leadership and Management courses are designed for the instruction of senior year midshipmen in a four-year academic Naval Reserve Officer's Training Corps (NROTC) curriculum, taught by experienced commissioned officers of the U. S. Navy.

The theme of first semester, Naval Science 401 (Leadership and Management I) is the "officer-manager as an organizational decision maker." It is taught as a Principles of Management course utilizing lecture and class discussion, cases and exercises of a generally business nature. Navy examples are utilized whenever appropriate, but the course is predominantly a leadership and management theory course. The movie "12 O'Clock High" is utilized as a vehicle for the diagnosis and instruction in leadership roles and organizational changes. Utilization of the provided Leadership Exercise handout facilitates a detailed discussion of leadership theories, leader behavior and condition of organization change, and an analysis of the evolution and development that takes place in a group and its leader.

The second semester, Naval Science 402 (Leadership and Management II) is designed as a practical application of the lessons learned the previous semester, applied to the duties and responsibilities of a Navy division officer. This course is a practicum of Navy applications on a diverse range of germane division officer subjects from manpower evaluations, records management, human resource management, drug/alcohol programs, time management, coupled with major sections on Naval Correspondence and Military Justice.

These course offerings coupled with the weekly drill periods, a hands-on midshipman administered and executed leadership laboratory, constitute the leadership training of NROTC midshipmen.

Naval Science 401 is the cornerstone and launching point in the development of the ability to effectively carry out the challenging duties of a Naval Officer.

Leadership and Management I examines both the Art and the Science of Leadership and Management, within the context of five distinct interrelated parts:

a. Management, the environment, and productivity.
b. Work and Organizations: The functions of management.
c. Human Resources: The behavioral fundamentals of management.
d. Production and Operations: The fundamentals of management science.
e. Management responsibility, situations, and careers.

The specific course objectives for the student are comprehension of: the nature and purpose of formal organization; the role of the manager in a formal organization as described by the managerial functions of planning, organizing, directing, and controlling; the major schools in the development of managerial thought to include Classical, Behavioral, Systems, and Contingency theories; managerial decision making as a goal-oriented process requiring problem diagnosis, delineation of action alternatives, analysis of alternatives, solution selection and implementation, and assessment; the interface between technical and behavioral factors inherent in naval service officer responsibilities and in the problem situations faced in carrying out those responsibilities; the impact of the major individual, interpersonal, and group behavioral factors present in the organizational setting; major theories of motivation, and the relationship between motivation and job performance; the major leadership theories and their application in real or hypothetical case situations; the importance and process of communication within organizations; the nature of the relationship between responsibility and authority with emphasis on the accountability of the naval service officer for performance of both subordinates and technical systems; organizational change and development with respect to need assessment, strategy, selection, intervention and evaluation and the analysis of real or hypothetical managerial decision situations and the logical application of the managerial decision making process to the problems discussed.

Today's Navy is an organization which abounds in complex technology. The newly commissioned officer is expected to function responsibly and effectively in this challenging environment. A large portion of the NROTC professional curricula, and a substantial portion of the midshipman's undergraduate program are directed toward development of an appropriate technical knowledge base. In this course, the student's attention is focused on the human side of the complex, formal organizational reality of the Navy. This focus on the human side of complex organizations should not obscure the fact that the officer, as a decision maker, must adequately understand both the technical and the human resources available. The course focuses on the technical and behavioral factors present in virtually all managerial situations.

The student will realize in studying the subject matter of this course that we do not understand human behavior with anything approaching the degree of exactness we are accustomed to applying to the physical or engineering world. Young officers must understand they will nevertheless be held accountable for the performance of both the equipment and the personnel they supervise. While this course cannot provide answers in any absolute sense, it does provide a substantial base for the important process of developing the personal managerial/leadership style which will become the trademark of an effective officer. The course will survey the development of managerial thought through functional, behavioral, and situational approaches, providing the basis for the development of their effective managerial and leadership competence, and enabling newly commissioned officers to:

1. effectively lead men and women in the accomplishment of the mission of the naval service;

2. manage personnel individually, in groups, and in organizations in order to optimize utilization of scarce resources.

University of South Carolina - Columbia, SC   Cmdr. P. R. Hodson, USN

NAVAL SCIENCE 401: LEADERSHIP AND MANAGEMENT I

Instructor: Commander Paul R. Hodson

COURSE GOALS:

Naval Science 401 is part of the final course in the four year NROTC curriculum. As such, it is the cornerstone and launching point for your duties as a Naval Officer. Management is defined as "getting a job done through the efforts of others." As a Naval Officer, above all else, you will be a leader of men. Therefore, Leadership and Management is designed to equip prospective junior Naval Officers with the tools, the knowledge, and in a very small way, the experience required by a successful Naval Officer.

TEACHING METHOD:

The subject matter will be presented utilizing assigned readings and lectures, coupled with case and experiential exercises, but primarily utilizing class discussion.

ATTENDANCE:

Students are expected to attend all class sessions. Class participation is 20% of the final grade, as such, your attendance and participation in all class discussions is paramount for the successful completion of this course. No more than four absences are permitted unless excused by the instructor. Attendance will be taken.

EXAMS:

There will be two unit exams and a final examination for the course. Students absent from an exam will earn a score of zero for that particular exam, unless prior arrangements have been made with the instructor.

GRADING POLICY:

Term grade will be determined as follows: Homework/Cases 20%; Two Unit Exams 30% (15% each); Final Exam 30%; Class Participation/Quizzes 20%; Total 100%.

All homework assignments/cases/exercises must be completed. A 10% grade reduction will be assessed for each day past the scheduled due date. Exam grading will be on a curve basis.

Prior reading of all assigned readings is an absolute minimum preparation for class. Quizzes will be administered on at least a weekly basis. Participation in class discussions and quizzes are 20% of the final grade, therefore, come to class prepared.

REQUIRED TEXT:

Donnelly, Gibson, Ivancevich, Fundamentals of Management, Fifth Edition. Plano, TX: Business Publications, Inc., 1984.

ASSIGNMENTS

Sessions		Reading Assignment (pp)
1	Course Introduction	2-14
2	Management and the Naval Officer	21-42, 46-72
3,4	Development of Management Thought	80-95
5,6	Planning	96-119
7	Cases	119-124
8	Strategic Planning	127-155
9	Organizing	156-179
10	U.S. Navy Organization	--
11	Cases	179-186
12,13	Organization Design	189-209
14	Homework Due: Wee-Fold Company, Inc.	Handout
15,16	Controlling	217-236
17	Cases	236-245
18,19	Performance Appraisal	246-275
20	Homework Due: Vornbrock Manufacturing Co.	Handout
21	**Unit Test**	--
22,23	Managing People	291-304
24	Cases	--
25,26	Motivation	307-345
27	Cases	--
28	Homework Due: Miracle Corporation	281-286
29	Work Groups/Groupthink	347-385
30,31	Leadership	386-427
32-36	Leadership exercise, "12 O'clock High"	Handout
37	Homework Due: Leading and Motivating Individuals	Handout
38	Organization Change & Development	457-499
39,40	Communication	428-455
41	**Unit Test**	--
	THANKSGIVING HOLIDAY	--
42	Management Decision Making	567-587
43,44	Decision Support Systems Homework Due:-Improving Communication at Manufactures Hanover Bank - Do you know what I like about you	589-608 452-454 454-455
45	Responsibilities of Management Management Careers	672-686 690-699, 727-743, 747-754, 757-780
46	Review	--

THE LEADERSHIP DEVELOPMENT PROGRAM

The Leadership Development Program was initiated in the Fall of 1980 to encourage students at Northern Michigan University to develop their leadership abilities and to become involved in extracurricular activities. Upon completion of the four phases of the Leadership Development Program, a student will have participated in a variety of activities designed to help students identify and refine the skills that are necessary to be effective leaders and members of small groups and organizations.

The student who completes the program is presented with a certificate of accomplishment and can record it on a CO-CURRICULAR TRANSCRIPT (CCT), a supplement to his or her placement file. This achievement adds to a person's credentials when seeking employment or admission to graduate programs.

We invite your participation in the Leadership Development Program and are confident that you will find the experience to be both challenging and rewarding. Registration information for each of the four phases will be made available at appropriate times throughout the year.

PHASE I - IN THE BEGINNING: PLANNING FOR SUCCESS

SATURDAY, SEPTEMBER 21, GREAT LAKES ROOM, UNIVERSITY CENTER

Phase I is intended for the officers, members, and advisors of student organizations. This phase will help participants build positive working relationships within their organizations. Time will be spent on assisting organizations with planning and setting direction for the upcoming year. Finally, attention will be given to the technical skills that organizations require to operate effectively, including conducting meetings, communicating regularly, and budgeting. Phase I will be an enjoyable experience for participants and an excellent opportunity for organizations determined to have a productive year.

PHASE II - A VIEW OF REALITY: FOCUSING ON CAMPUS ISSUES

SATURDAY, OCTOBER 26, RAMADA INN, MARQUETTE

Phase II will present participants with a unique opportunity to work with other student leaders, faculty, and staff. Some of the major issues facing students and student organizations at Northern Michigan University will be defined and discussed, and approaches to dealing with them will be developed. In addition to providing some fresh perspectives on campus issues, the techniques used to identify and analyze these issues will be valuable to student leaders in dealing with problems and opportunities that are presented to their respective organizations.

PHASE III - YOUR ORGANIZATION: ASSESSMENT AND NEW DIRECTIONS

SATURDAY, FEBRUARY 1, GREAT LAKES ROOM, UNIVERSITY CENTER

Phase III, like Phase I, is intended for student organization officers, members, and advisors. With the midpoint of the school year at hand, participants will assess and evaluate the progress and current status of their organizations and revise and develop plans for the remainder of the year. In many cases, these efforts will help a group to become re-energized and more effective. Finally, some techniques for a smooth year-to-year transition will be identified and discussed.

PHASE IV - DYNAMIC LEADERSHIP: APPLYING WHAT YOU HAVE LEARNED

Phase IV consists of an on-going internship that is intended to provide student leaders who have completed the first three phases of the program with an opportunity to apply what they have learned. Participants will be responsible for identifying potential internship experiences and internship advisors.

The Leadership Development Committee will assist participating students in working out the details of their particular internship. All students participating in an internship will be required to participate in three seminars during each semester of their internship experience. Internships can be arranged during either the fall or winter semester and can often be related to organizations and programs in which students are already involved. Please call the Dean of Students Office to begin the process of arranging your internship.

LEADERSHIP THEORY AND PRACTICE CLASS

Leadership Theory and Practice (ED 250) is a two-credit class that is offered during the first eight-week block of the winter semester. Sophomore status and leadership or organizational experience are prerequisites.

The course is pursued from a historical perspective, thereby dealing with popular theories over time. In summary it aims at defining leadership; covering the early years and trait theory; and the behavioral approach (The Ohio State and University of Michigan studies); referring to Blake and Mouton's Managerial Grid late in the discussion. Also, it covers the situational approach reviewing Hersey and Blanchard's Situational Leadership Theory (aka Life Cycle Theory), Fiedler's Contingency Theory, and Robert House's Path-Goal Theory of Leadership leaning heavily on Hersey and Blanchard's approach, because it is easy for the students to understand.

LEADERSHIP SCHOLARSHIP PROGRAM

The Leadership Scholarship Program was developed to provide incentives and rewards for academically proficient high school student leaders to continue their active involvement in campus life. The recipients of these awards are carefully selected high school seniors who have been admitted to Northern Michigan University. The awards are $500 per semester and are renewable for up to eight semesters, provided the recipient continues to meet involvement and academic requirements. Details concerning this program are sent to high school counselors throughout Michigan in the late fall and again during the winter semester.

LEADERSHIP INTERN PROGRAM

Junior and senior students who meet minimum academic requirements, have demonstrated leadership abilities, and show promise of continued student leadership may apply for a limited number of Leadership Intern Awards. These awards are $750 per semester and are renewable for up to four semesters, provided the recipient continues to be involved in a campus leadership position and continues to meet minimum academic requirements. Leadership interns are assigned to work with members of the University faculty and staff on projects, services, and committees which will serve the needs of both the student body and the University and provide continued opportunities for personal development for the intern. Details will be made available in the fall and winter semesters.

BLACK EXECUTIVE EXCHANGE PROGRAM

Jarvis Christian College entered the BEEP Program in the Fall of 1978. 1979 marked BEEP's tenth anniversary of service to students at the nation's traditionally Black colleges and universities. For the 1978-79 academic year, close to 400 Black professional career men and women from the private and public sectors served as "Visiting Professors" in BEEP's credit-bearing courses at 32 different schools.

Sponsored by their employers, these Visiting Professors--or BEEPers, as they are commonly called--shared their on-the-job "know-how" of such disciplines as Business Law, Manufacturing Processes, and Mass Communications with students. Additionally, BEEPers had plenty of advice to pass on regarding corporate gamesmanship, career mobility, and similar subjects that the vast majority of Black college graduates have had no exposure to.

In addition to its regular semester-long series of courses, BEEP has three other special components to meet the special needs of selected schools:

CAREER AWARENESS & PLANNING SEMINARS (CAPS). Two days of intensive workshops on specific job hunting, resume writing, and interview techniques. Teams of BEEPers meet with students on an informal small group and one-to-one basis.

DISTINGUISHED LECTURER SERIES. Top corporate officers are invited to address a large campus audience on current corporate trends and policies.

SPECIAL SEMINARS. Two-day, mini-conferences are conducted on two or three campuses each semester in lieu of the standard BEEP lecture series. Teams of BEEP executives conduct workshops on current issues affecting industry, the economy, and government.

BEEP has been able to continue its operations through the assistance of the generosity of a large number of BEEP corporations.

In 1979, BEEP planned to continue its standard activities while stimulating growth in the following areas:

--Increase and expand courses which emphasize preparation for growth careers of the 1980's. BEEP will explore the hospitality industry (hotel and restaurant management, food processing and distribution, transportation, travel and tourism) and energy and environmental science.

--Expand "Adopt-A-School" concept, whereby one individual corporation or a government agency provides all of the Visiting Professors to one particular semester-long course.

--Explore the development of a Mentor Program. Establishing personal ongoing advisory relationships between individual Visiting Professors and students interested in similar career pursuits.

NOTE: Information obtained from National Urban League and Black Executive Exchange Program brochures and pamphlets.

ATTENDANCE/PARTICIPATION AT BLACK EXECUTIVE EXCHANGE PROGRAM SEMINARS

Each year the National Urban League sponsors its Annual Black Executive Exchange Program Seminar. Jarvis Christian College has been represented at each of the Black Executive Exchange Program Seminars since its participation in the Program.

MGMT 3307: ORGANIZATIONAL BEHAVIOR (Black Executive Exchange Program--BEEP)

Instructor: Dr. Lorene B. Holmes

COURSE OUTLINE

The purpose of this course is to analyze interpersonal relations and interactions; group dynamics; development of effective work groups; and influence of the organizational system and behavior.

Organizational behavior concerns all aspects of human action in an organizational or group context. It includes the effects of organizations on human beings and of human beings on the organization. It includes the anthropological, sociological, psychological, political, and economic elements of behavior. It recognizes factors such as structure and authority that are operative in organizations. It also conveys a normative connotation of the coordination of individual actions toward desirable goals.

This course is designed to help you understand the impact of organizational behavior as it relates to your ability to function effectively in the "world of work" and in society.

The course content consists of: A. Foundations of Organizational Behavior; B. The Individual in Organizations; C. Groups and Interpersonal Influence; D. Organizational Structure and Process; E. Leadership in Organizations; F. Getting a Job.

The learning activities for this class consist of the following: Lecture by Instructor and Visiting Black Executive Exchange Program Professors; Class Discussions; Outside Reading; Oral Presentations; Films, Filmstrips, Slides; Group Discussion; Critical Incidents; Rap sessions with Black Executive Exchange Program Visiting Professor (Thursday nights); Computer-Assisted Instruction (from the following, depending on availability of Computer Laboratory); Prerecorded cassettes.

"PEOPLE MANAGEMENT"-Helps students to improve their effectiveness as potential leaders and managers in one-to-one group situations. Beginning with an examination of leadership styles and strategies, students will learn how to motivate others to achieve results and how to build and evaluate effective teams for business and personal goals.

"PROBLEM SOLVING, STRESS AND CONFLICT"-Helps students to manage pressure and tension in their careers and personal life. Beginning with an examination and analysis of the roots of stress and conflict, the program will help students develop their own personal stress profile and pinpoint stress factors.

"DELEGATION, TIME AND TASK"-Helps students become better and more efficient managers. This program begins with an analysis of how you currently use your time and then discusses proven methods to gain better control of it and use it more productively.

"PERSONAL DEVELOPMENT"-Begins with an analysis of how managers function and what qualities make up a good manager. Students can then embark on a step-by-step assessment of their attitudes towards management and managing others.

"CAREER PLANNING"-This software is designed for job holders as well as job hunters. Beginning with a careful examination of your career experience and an assessment of your job skills, the program moves into an analysis of your current and ideal working environments as well as personal needs and expectations.

Evaluation of the course will consist of the following: 6 tests @ 100 pts. = 600 pts.; mid-semester exam = 100 pts.; final exam = 100 pts.; oral report(s) = 100 pts.; annotations = 100 pts.; classroom discussion/participation = 100 pts.; critical incidents = 100 pts.; total = 1200 pts.

Grading Scale: A = 1050-1200; B = 900-1049; C = 750-899; D = 600-749; F = Below 600.

Annotations should be typed on 4x6 index cards. Place your name and date in upper right-hand corner. Single space. BRIEFLY SUMMARIZE WHAT YOU READ. Put in your own words! Annotations will be graded on neatness, punctuation, capitalization, grammar, etc. Do not use textbooks or chapters from textbooks. Use only one card; use other side if necessary. A five point penalty will be assessed for EACH day annotations are late. Annotations four days late will not be accepted.

The class meets five days a week and at 6:00 p.m. on Thursdays.

Grading Scale for MGMT-3307 Organizational Behavior (BEEP): Attendance at BEEP "Rap" sessions = 30%; Classroom Discussion/Participation = 30%; Critical Incidents = 20%; End of Semester Report = 20% (Your evaluation of BEEP Program, how it has helped you, recommendations for improvement, etc.); Total = 100%.

TEXTBOOK (Required): Williams, J. Clifton, Human Behavior In Organizations, Cincinnati, South-Western Publishing Co., 1982.

SUGGESTED REFERENCES: Baron, Robert A., Understanding Human Relations: A Practical Guide To People At Work, Boston, Allyn and Bacon, Inc., 1985; Bennett, Dudley, Successful Team Building Theory TA, New York, AMACOM, 1980; Bolles, Richard Nelson, What Color Is Your Parachute? California, 1980; Chapman, E.N., Your Attitude Is Showing, Chicago, Science Research Associates, Inc., 1977; French, Wendell L., Fremont E. Kast, and James E. Rosenzweig, Understanding Human Relations, New York, Harper & Row, Publishers, 1985; Harvard Business Review On Human Relations, New York, Harper & Row, Publishers, 1979; Klein, Stuart M. and R. Richard Ritti, Understanding Organizational Behavior, Boston, Kent Publishing Company, 1984; Lewis, Phillip V., Managing Human Relations, Boston, Kent Publishing Company, 1983; MacKenzie, R. Alec, The Time Trap: Managing Your Way Out, New York, AMACOM, 1972; White, Donald D., Action In Organizations, Boston, Allyn and Bacon, Inc., 1982; Black Collegian, Black Enterprise, Business Week, Forbes Magazine, Fortune, Time, U.S. News and World Report, Barron's, New York Times, The Wall Street Journal, The Dallas Morning News, The Tyler Morning Telegraph.

N.C. Outward Bound School - Morganton, NC John C. Huie

OUTWARD BOUND

Founder and international educator, Kurt Hahn, established the first Outward Bound school in 1941 in Aberdovey, Wales. Now, there are more than 30 schools on five continents. The North Carolina Outward Bound School offers programs in the Pisgah and Nantahala Forests of western North Carolina and the Everglades of Florida. Courses are conducted in areas known for their natural beauty, their physical challenge and the uniqueness of their native wildlife.

Outward Bound began as a wartime survival school, but has evolved into an action oriented program for personal growth, service to others, and physical preparedness. It is a chance to break away from every-day routine and take an adventurous journey into self-discovery. The program assists participants in discovering and developing their inner strengths and resources, recognizing and dispelling self-imposed limitations, and learning to work cooperatively within a group for the benefit and service of others.

The School emphasizes that the most important quality the participants can bring with them is a positive attitude. The advice is to have an open mind, be ready to try new things and make a commitment to face each challenge with the best effort.

The wilderness is the classroom. Mountains, forests, rivers, and wildlife are the teaching tools. The environment combined with the Outward Bound activities enables the participants to understand and appreciate themselves, others and the fragile surroundings.

The Outward Bound method involves learning by doing. Instructors teach the necessary skills for each activity, such as rock climbing, canoeing, and orienteering, and the participants learn through first-hand experience. The course is challenging and not without risk. The instructors develop safety awareness and cover in-depth safety training to effectively minimize the risks.

The NC Outward Bound School offers a variety of courses-both Standard and Intensive-designed for specific populations. The choice depends upon how much time one has available and which course best meets the needs. Scholarships are possible for those who could not otherwise afford to come.

For further information, write North Carolina Outward Bound School, 121 N. Sterling Street, Morganton, NC 28655-3443.

State University College at Buffalo - Buffalo, NY Scott G. Isaksen
Center for Studies In Creativity

CRS 303: CREATIVE LEADERSHIP THROUGH EFFECTIVE FACILITATION

Wed. 4:30-7:10 PM, Faculty: Dr. Scott G. Isaksen, Mr. John S. Frederick
(And a variety of additional resources/presenters)

The Center for Studies in Creativity offers an undergraduate minor and a master of science degree for study in Creativity and Innovation. A major theme of both programs is creative leadership. This theme is handled most directly in the undergraduate program with a course called: "Creative Leadership through Effective Facilitation." Isaksen co-teaches this course with an Associate Director of Student Affairs, who holds adjunct status with the Center.

REQUIRED TEXT: Campbell, David. If I'm In Charge Here, Why Is Everybody Laughing? Allen, Texas: Argus Communications, 1980, 164 pp.

SUPPLEMENTARY TEXTS: Yukl, Gary A. Leadership In Organizations, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981; Gordon, Thomas. Leader Effectiveness Training, NY: Wyden Books, 1977; Lawson, John D., Ed. D., et al. Leadership is Everybody's Business, San Luis Obispo, CA: Impact Pub., Inc., 1976. Kellerman, B. (Ed.) (1984). Leadership: Multidisciplinary Perspectives. Englewood Cliffs, NJ: Prentice Hall, Inc. Rosenbach, W.E. & Taylor, R.L. (Eds.) (1984). Contemporary Issues In Leadership. Boulder, Co: Westview.

This course is designed to provide students with a greater grasp of creative principles in problem-solving groups. A variety of pertinent problems concerning academic work, as well as the general college and personal life of students, will be used for the facilitation practice. An expected outcome from this course is that the student will demonstrate an awareness of the approaches to the study of creativity and leadership and how these areas interrelate.

Since the emphasis of the course is on creative leadership and facilitation,* those students who have some context to apply the concepts and skills will find the course relevant. An attempt will be made to blend theory and research with practical applications. Creative Studies students will find the course helpful in preparing to facilitate Creative Problem-Solving. Students of business or management may find it more applicable to planning, decision-making and dealing with personnel matters. Education, Social Work and other majors may find the course useful in identifying appropriate use of a facilitative style in working with others and conducting effective meetings. Resident Assistants and Public Safety Aids may be able to increase their effectiveness by integrating Leadership Style with Student Development Theory.

OBJECTIVES: The student will: Demonstrate a greater knowledge of definitions, theories and approaches to the study of creativity and leadership; Increase awareness of a variety of skill areas associated with creative leadership including: Identification and interpretation of personal style of creative leadership; Communication and presentation skills; Conflict management; Meeting effectiveness; Decision-making and innovative problem solving; Planning; Observation; Eliciting and sending feedback; and others.

* See Isaksen's Considerations for Facilitators of Small Group Creative Problem Solving in Collectibles section of this book.

Students are expected to be present, prepared and participative for each class (10 pts. each). More than three (3) absences will result in a lowering of one letter grade. Students are also expected to read the literature of creativity and leadership and write two papers over the semester. One will use the class text as well as two other chapters or articles from supplementary sources. Another will focus on a topic area of the student's choice related to leadership and/or creativity. (50 pts. each). A final exam of essay type will focus on the student's internalization of the major concepts presented in class. (50 pts.). Application and transfer of course content to an out-of-class meeting area(s) may be accomplished through completion of a project or attendance at modules. For those students who have had CRS 205 and CRS 302, involvement in the CRS 205 classes as a facilitator is an option. This becomes a project in that you will join a 205 class for at least eight sessions; work with the instructor to define your role, keep a facilitator journal and meet with Scott to discuss your involvement and outcomes.

Should you not be eligible for or interested in the above, you may demonstrate application by choosing one of the following: (a.) Completing a project. This can be an internship, working in a leadership role with a student organization, exploring some concept or idea more thoroughly, or some other option developed by the student. Students will need to negotiate this area by working closely with an instructor to maintain agreement on what is to be done and how well the task or product is accomplished. You must complete a tentative description of your proposed project following the guidelines described in the "Project Planning Form". You will be evaluated on eight criteria indicated on this form. (b.) Attending eight modules. The student may attend eight modules over the semester. Your involvement should be reported to the instructors by writing a two-page report on the module to include the title of the module; the name of the presenter, the time and location of the module; the connections you made to your study of creative leadership; and your reactions to the experience and content. Modules will be worth ten points each.

The application area is worth 80 points.

EVALUATION: The student will be evaluated on the attainment of course requirements through the use of a point system. All students are expected to achieve the minimum grade of "C". Any student who does not meet the minimum requirements of the course may be assigned a grade of E or F at the discretion of the instructor(s). C = 285 points (Attendance, Reading, Exam and Application of Course Content), B = 304 points, A = 342 points.

Northwestern College - St. Paul, MN Robert Jerus

BUM332 LEADERSHIP DYNAMICS

Texts: Readings will be assigned from various books throughout the course as well as distributed during class.

An examination of the leadership function in different organizations, including climates, styles, team construction, communication, group dynamics and various criteria which produce more effective leadership.

Objectives: Students will be able to: recognize situations where leadership is called for, as well as those where it is preferable to follow; communicate more effectively as well as develop better relations with friends and co-workers; direct and implement energetic concepts directed towards team cohesion and creativity; analyze different types of risks involved with leadership situations; and assume roles of leadership in different groups in accordance with various leadership techniques and certain preparation.

Requirements: As no text has been assigned, materials for the course will be presented in lecture form as well as through handouts. This makes student attendance imperative. Students are expected to turn in assignments on time, to participate in activities and discussions, and to ask questions.

Projects will include actual business situations and simulations. Students will be required to work on three separate group projects. Assignments to be turned in will include a term paper and two book reports.

Grading: Classwork-15%; Group Projects-20%; Book Reports-20%; Midterm Exam-10%; Term Paper-15%; Final Exam-20%. Classwork will consist of attendance, quality participation in class discussion, and oral presentations.

Group projects will consist in part of a major project, in which the group will deliver a presentation on a selected topic. This is to be a major project, akin to a term paper, in which different members of the group will develop various parts of the project and consolidate it into a unified whole. The balance of the group projects will be completed during the quarter and assigned on a timely basis.

Book reports will be a minimum of three pages including a summary of major points, the student's evaluation of the author's theory(ies) and possible applications created by the student. The maximum length will be seven pages. Papers which do not meet these requirements will be returned ungraded.

A term paper is required during the ninth week of class.

For any unexcused lateness of an assignment, a delay of one week will yield a full grade lower. For example, a paper which would originally yield an "A," if turned in a week late will produce a "B." That same paper, if turned in two weeks late will produce a "C."

Extra credit work is available only with prior permission. Generally speaking, it will no longer be available after the seventh week of the course.

Christian Perspective: Northwestern College is committed to Christian education. Scripture will form the basis of our attitude of mutual respect and care (1Cor. 13:1, 4-7). If any question regarding the course or policy should arise, let Matthew 18:15-20 govern us all.

Topic and Readings

Introduction and Ethics: What morals are involved in leadership roles. Discussion of the responsibilities that leadership requires from an organizational and a Christian perspective. Can Christians, called to be servants, be leaders?

Communications: Listening-what is the perspective of leadership in hearing and in speaking? The CAUSE structure, listening with love, and the priority of listening dealt with. Explaining-patience and other necessities within the communication process are reviewed.

Preparation: Personal Leadership; requirements for leadership-how leaders are selected, how to begin management (planning, control, and supervision). Why Leadership? The idea of team structures and projects, what a leader does, why he is needed; formal and informal types of leadership. The difference between authority and responsibility, line and staff, and the Biblical implications of leadership.

Qualities: Determinents of leadership-what determines who the leader will be.

Risk Taking: Individual-what risks are involved and the personal costs of leadership; and position-how risk taking affects one's job, status promotion promotion.

Creativity: Creative leadership; generating ideas; getting ideas from others; and Group Project #1 Due.

Situational: Situational effects - role playing and the situational selection of leadership; and when to lead and when to follow.

Book Report #1

Motivation: The leader's effects on his followers; how to motivate everyone to do their best; participatory leadership; team construction; quality circles and joint responsibilities; and Group Project #2 Due.
Personal Preparation: Lead in what areas-selective leadership and self evaluation. Criteria for leading and success; responsibility-the burden that leadership carries; and how to-defining one's self and learning to accept leadership roles. **MIDTERM**

Excellence: What developing personal excellence means; corporate excellence; excellence in a product; and major group project due.
Leadership Effectiveness Training: A short course; and Book Report #2.

Strategy: Christian vs. Non Christian types of strategy; gamesmanship- the level of sharing one's self and/or gamesmanship; Japanese management techniques; power games and "look out for #1" theories; win-win strategies; and Term Paper Due.

Christian Calling: Christian perspectives on stewardship and the servant spirit; what things Christians are required to lead in, types of leadership style available, and the meaning of servant leadership; and course summary.

Husson College - Bangor, ME
Division of Graduate Studies

Lambros O. Karris

GR 799 MANAGEMENT SEMINAR: LEADERSHIP

COURSE DESCRIPTION AND CREDIT

This course is designed to provide graduate management students a comprehensive review of the essentials for effective leadership. It focuses on the identification of the basic leadership style of the student, it explores the theoretical findings and practical styles of development of leaders, and attempts to synthesize the student's style of leadership with the most effective and better working models of leadership. The practical as well as the academic concerns of this area are emphasized and the direct involvement of the student in the design and development of his/her leadership style is encouraged. Credits: 3.

There are no prerequisites for this course.

REQUIRED TEXTS

Maccoby, Michael. The Leader. Ballantine, 1981; Peters, Thomas J. & Waterman, Robert H. Jr., In Search of Excellence. Warner Books, 1982; Warren Bennis and Burt Nanus, Leaders. Harper and Row, 1985.

PROJECTS

1. Introspective analysis of present leadership style.
2. Leader interview report.
3. Leadership research review.
4. Comprehensive student report on his/her basic understanding of leadership styles and a self-development plan for effective leadership.

OUTSIDE READINGS

Students will have to research all pertinent research journals using the Abstracting journals as a starting point. In addition the following journal articles and books will be reserved in the library.

Maccoby, Michael, The Gamesman. Bantam Books, 1978; Musashi, Miyamoto, A Book of Five Rings. The Overlook Press, 1982; Williamson, John N., Leadership and Growth. Wilson learning Corporation, 1984; Pinchot, Gifford III, "Managing for Innovation", Marketing Communications, June 1983; Bennis, Warren, Four Leadership Traits. The Hay Report, Dec. 1984; Dreilinger, C., McElheny, R., et al, "The Promise of Leadership-style training: an outdated myth?" Training and Development Journal. Aug. 1982; Kotter, J.P., "General Managers are Not Generalists", Org. Dynamics. Spring 1982; Kotter, J.P., "Power, dependence and effective management", HBR; McCall, M.W. & Lombardo, M.M., "What makes a Top Executive?" Psychology Today. Feb. 1983; McClelland, D. & Burnham, D.H., "Power is the great motivator", HBR, Mar.-Apr. 1976; Pascale, R., "Zen and the art of Management", HBR, 1979; Prentice, W.C.H., "Understanding Leadership", HBR, Sept.-Oct. 1961; Tannenbaum, R. & Schmidt, W.H., "How to choose a Leadership Pattern", HBR; Zaleznik, A., "Managers and Leaders: are they different?", HBR.

Grades will be based on written reports, oral presentations and class participation.

COURSE OUTLINE

The course will be divided into three sections and will generally include the following:

First Section (four to five weeks)

1. Project number one is due.
2. Self diagnostic testing and interpretation.
3. Discussion of the "Gamesman" and the "Leader" (Maccoby).
4. Discussion of assigned articles.

Second Section (four to five weeks)

1. In class presentations and discussion of accomplished leaders. It is expected that four established leaders will provide feedback about their perceptions of their role and their development as a leader. These leaders may be identified and invited by both the faculty as well as the students.
2. Discussion of the styles and systems of development of presenting leaders.
3. Projects number two and three are due.

Third Section (four to five weeks)

1. Discussion of "In Search of Excellence."
2. Discussion on "A Book of Five Rings."
3. Discussion on "Leaders." (Bennis)
4. Discussion on assigned articles.
5. Project number five is due.
6. Discussion on perceived changes in leadership style.

MASTER OF ARTS PROGRAM IN LEADERSHIP

In January of 1987, Augsburg College, a four-year liberal arts institution in Minneapolis, Minnesota, initiated a Master of Arts program in Leadership. Based on the subject matter and approaches of the traditional liberal arts, this cross-disciplinary program directs its academic content and pedagogical approaches at situations, issues and problems relevant to organizational leaders. This hybrid program is unique among area institutions of higher education, rejecting both the unfocused nature of the general master's program in liberal studies and the highly-specialized nature of most professional graduate programs such as the MBA.

Augsburg's new MA in leadership responds to ideas expressed by John Gardner, Kenneth E. Clark and several other contemporary thinkers. These individuals emphasize again and again the need for intellectual explorations of leadership, rather than more management-development and training programs. They regret that the trend in education and training is toward narrow specialization and point out that, in actual practice, leaders must be generalists. Accordingly, Augsburg's program recognizes that today's leaders need broad-spectrum abilities to provide them with a more comprehensive understanding of their world.

Specifically the Augsburg program fosters development of the following leadership qualities: a vision which is ethically and morally responsible, extending beyond immediate concerns; an understanding of how change occurs and affects the immediate environment and how to initiate change; a sensitivity to the complex problems organizations face, and an ability to achieve solutions consistent with an organization's mission; the ability to motivate and inspire individuals and groups to work toward a common goal; the ability to represent effectively the organization both internally and externally.

The Augsburg program recognizes that the above qualities are supported by a broad range of abilities identified as outcomes to be assessed, promoted, enhanced, and refined within each student. It is dedicated to accountability for students' achievement of these designated outcomes which include critical thinking and analytical reasoning; effective listening, speaking and writing; interpersonal sensitivity; creativity and problem solving. When students enter the program, they participate in a professional development assessment to determine their abilities and potential relative to each of the outcomes. An advisor assists the student in developing an individualized learning blueprint. Throughout the program and at its completion, students are again assessed to determine their progress and achievements.

The Master of Arts in Leadership program is composed of a fixed curriculum of twelve courses. Each course unites two or more liberal arts disciplines, encourages pursuit of the designated outcomes, and uses a variety of learning techniques appropriate to adult learners. One course "Creativity and the Problem-Solving Process", explores creativity from the perspective of traditional aesthetics as well as contemporary organizational thinking. Another course, "The Dynamics of Change," applies economic and sociological theories to such critical social issues as human rights, population growth, employment, and human and natural resource management.

Instructional techniques vary, such as case study, debate, written and oral presentations and group activity. Students are encouraged to see abilities and understandings as cross-disciplinary and content areas as integrated. The form of the program reflects the world as complex and that dealing with it requires integrative ability.

Designed for working adults with demonstrated leadership potential in the work place, the Augsburg graduate program operates on alternate Saturdays and alternate Thursday evenings. It is enriched by the presence of men and women from a variety of backgrounds. These graduate students make up a community of learners who through a two-year liberal arts approach to leadership will be prepared for the rigorous demands of responsible leadership and intelligent citizenship.

National Center for Food and Agricultural Policy
Resources For the Future - Washington, DC

John J. Kornacki

LEADERSHIP DEVELOPMENT PROGRAM

The National Center for Food and Agricultural Policy, established in 1984 by Resources for the Future (RFF), is an independent, nonprofit research and educational organization. Funded by a grant from the W. K. Kellogg Foundation, the Center supports policy analysis and communication on interrelated national public policy issues involving agriculture, food and nutrition, international trade, natural resources, and the environment. Its objectives are to: Provide an institutional focus for the interaction and professional development of leaders-particularly young leaders-from business, government, academic, and agriculturally related organizations concerned with national public policy issues; Enhance the quality, quantity, and effective delivery of policy analysis and public information at RFF and other institutions; Improve public understanding of national public policy issues, alternatives and their implications, and the policy process.

The Center pursues these objectives in a variety of ways that fall into 3 main clusters: **Leadership development** through seminars, workshops, and participation in policy analysis and presentation of results; briefings with policymakers, national leaders, and interest groups; and the leadership development fellowships. **Communication** consisting of nontechnical publications; print and electronic media reports; individual and group briefings, policy seminars, and national and international conferences, possibly using telecommunications technology; an Annual Policy Review; staff papers, and testimony at public hearings. **Policy analysis** conducted by a multidisciplinary core staff at RFF, supplemented by resident fellowships and a small grants program to encourage complementary research and analysis at other institutions.

Kenneth R. Farrell, director of the Center, joined RFF in 1981 following several years as administrator of the Economics and Statistics Service of the U.S. Department of Agriculture and, before that, as associate director of the University of California's Giannini Foundation of Agricultural Economics.

RFF is an independent nonprofit organization that advances research and education in the development, conservation, and use of natural resources and in the quality of the environment. Established in 1952 with the cooperation of the Ford Foundation, it is supported by an endowment and grants from foundations, government agencies, and corporations. RFF research is primarily social scientific, especially economic, and is concerned with the relationships of people to the natural environment-the basic resources of land, water, minerals, and air; the products and services derived from them; and the effects of production and consumption on environmental quality and human health and well-being.

The National Center for Food and Agricultural Policy at RFF awards up to 25 fellowships to individuals with leadership potential in the fields of food, agricultural, natural resource, and environmental policy, which are intended to enhance leadership capacity of young professionals by broadening their knowledge and experience concerning national public policy issues and the policy process and by advancing their communication and leadership skills.

Applicants spend four weeks (Feb. 22-Mar. 21, 1987) in Washington, D.C., participating in seminars, workshops, briefings, and discussions with senior policy leaders and analysts in the public and private sectors. Fellows attend public hearings, track legislation in Congress, and meet with members of Congress, key administrators of federal agencies, and heads of interest groups that participate in the policy process at the national level. Field trips in the Washington area are also arranged.

Program emphasis is on national and international public policy issues involving agriculture and its relationships to international trade and development, food and nutrition, natural resources and the environment, and domestic economic affairs.

Approximately half of the session is devoted to individual or small-group study of specific policy topics of the fellow's choice, with guidance by the staff members of the Center and other experts. Each fellow prepares a brief oral and written report on a policy issue, formatted as a policy brief appropriate for administrators or policymakers.

Although preference will be given to applicants with graduate training or equivalent experience in related fields, the program is open to U.S. citizens in any discipline who have completed at least a baccalaureate degree and have at least five years of work experience in positions of increasing responsibility. Applicants must have demonstrated interest and leadership potential in public policy affairs, communication, or education and have displayed an ability to work cooperatively with individuals of diverse backgrounds, experience, and training. They must be able to communicate clearly and concisely, both in writing and in person.

The program is intended primarily, though not exclusively, for persons under forty years of age with careers in fields related to food and agriculture at junior or mid-levels in private industry, universities, nonprofit research or educational institutions, government agencies, or agriculturally related organizations.

Round-trip travel, lodging, and some incidental costs will be defrayed by the Center. Salary and benefits must be borne by the candidate's employer. Lodging and meeting space will be arranged by the Center. Additional expenses outside the program are the responsibility of each fellow.

Application deadline is September 30, 1986, with awards announced in late October. Applicants are required to submit the following: A letter of nomination from the candidate's employer (chief executive officer, president, dean, agency head, etc.), including confirmation of the applicant's availability to attend the five-week session in Washington, D.C.; Letters of reference from two additional individuals familiar with the candidate's qualifications, experience, and leadership potential, one of which must be from his or her immediate supervisor; An application outlining education, experience, honors and awards, publications, and community achievements; A 500-1,000 word essay describing an important public policy issue that pertains to the food and agricultural system.

Application forms and further information are available from John J. Kornacki, Fellow and Associate for Leadership Development, National Center for Food and Agricultural Policy, Resources for the Future, 1616 P Street, N.W., Washington, D.C. 20036 (telephone: 202-328-5056).

LaGrange College - LaGrange, GA Charles P. Kraemer

LEADERSHIP PROGRAM

LaGrange College initiated and formalized a leadership program this past September. Believing that leadership is a most valued commodity and part of the mission of a comprehensive college, LaGrange addresses specifically the question of leadership development.

Employers had indicated they wanted to hire new employees who can communicate effectively, who are able to set goals and plan strategies for attaining those goals, who can make decisions, and who can be both assertive and supportive with the people with whom they work. LaGrange has always scored high marks in leadership development, but it was the student affairs model. Students were encouraged to play baseball, basketball, volleyball, soccer, to debate, to be active in social organizations of all kinds, and to assume responsibility for many of their on-campus programs and publications. To that a combination of credit and non-credit academic work has been added. If a student desires to have emphasis in leadership within the general education requirements and within the major, there are courses that may be selected to meet this goal.

Included in those courses are a speech course, an interpersonal communications course and, of course, written communications. Additionally, students select a course in which the ethical basis of leadership is dealt with academically; they take a social process course, and examine organizational leadership models in another course. They become involved in one of the professional leadership development courses and take an integrated practicum which will interrelate those academic courses.

Additionally, each student in the leadership program is expected to select from non-credit topics such as "Time Management," "Assertiveness," "Decision-Making," "Secrets of Success," and other short courses that are offered in the student activities areas. (Above are excerpts from an address by Frank A. James, Dean of the College.)

LEADERSHIP PROGRAM

The Leadership Program exists to provide a central focus for the study of the contribution, role, and impact of leadership in our society. The program offers LaGrange College students an opportunity to prepare themselves broadly for leadership roles. The Leadership Program is designed to integrate leadership interest, needs, and contributions into existing educational programs at LaGrange College.

The Program in Leadership consists of courses and non-credit activities. Any student in the College may earn this certificate by acquiring 37 quarter hours in the course areas listed below. With careful planning, most students can earn the Certificate in Leadership by taking courses they already need to satisfy requirements for the baccalaureate degree. Since the Leadership Certificate requirements involve both lower and upper division courses as well as non-credit activities, it is advantageous for students to plan their Leadership course as early as possible and incorporate it into their general program of study.

The Certificate Program in Leadership consists of the following courses; (a grade of C or better is required in each course):

REQUIRED: Spc 105-Speech Fundamentals (5); Psy 200-Interpersonal Communication (2); Eng 101-Readings and Composition I (5) [or an acceptable score on the Test of Standard Written English, a subtest of the Scholastic Aptitude Test]

ETHICAL BASIS OF LEADERSHIP (choose one): Rel 101-Judaic-Christian Heritage (5); Rel 102-Christian Ethics (5); Rel 110-Religious Dimensions of Human Behavior (5); Phl 149-Introduction to Philosophy (5).

SOCIAL PROCESSES (choose one): Soc/PSc 302-Social Change (5); His 307-Social & Intellectual History of the United States (5); Psy 321-Social Psychology (5).

ORGANIZATIONAL LEADERSHIP (choose one): BuA 371-Principles of Management (5); BuA 376-Managing Human Resources (5); BuA 391-Managing the Small Business (5); CJu 103-Police Administration (5).

PRACTICAL LEADERSHIP SKILLS (choose one): HPR 305-Psychology of Coaching (5); HPR 313-Recreational Leadership (5); Spc 322-Persuasion (5); Spc 324-Discussion and Group Leadership (5).

SUMMARY COURSE (required): Psy 495-Special Projects in Leadership Training (5).

When courses from the above listed areas have been completed, the student will enroll in a five quarter hour course aimed at pulling all this information together. This course may be either a practicum in the student's area of interest or a project decided upon jointly by the student and the professor supervising the course. In either case, exposure to the process of making decisions and having them carried out will be a major part of this experience. Dr. Kraemer is in charge of the academic portion of the program. Students desiring to enter this program should consult with Dr. Kraemer early in their academic career.

Each quarter, at least one non-credit leadership seminar activity will be scheduled by the Office of Student Development for students participating in the Leadership Program. Topics such as Time Management, Assertiveness, Leadership Styles, Decision-making, Secrets of Success, Turning Problems into Opportunities, etc. may be used. To qualify for the Certificate in Leadership, a student would have enrolled in at least three different seminar activities. Record of participation will be kept and reported to the Registrar. The Dean of Student Development, Dr. Nabors, is the coordinator of these programs and should be contacted for the schedule of these activities.

Transfer credit may be applied to the program as Dr. Kraemer approves. The Registrar will maintain records of completion of the credit and non-credit activities. The Dean of Student Development will maintain any anecdotal records and informal evaluations.

PROGRAM OVERVIEW

Birmingham-Southern College co-sponsors a Youth Leadership Forum program available to sophomores and juniors from all public, parochial and independent high schools in the metropolitan area of Birmingham. This program grew out of the Leadership Birmingham program for established leaders developed three years ago. In the Youth Leadership Forum program, students are asked to demonstrate leadership in school and community activities, improve their knowledge of the greater Birmingham area, commit to full participation in the program, and receive a recommendation from their principal or counselor and their principal's approval to participate.

The program takes place during the academic year. Students meet with the program director of the Alabama Center for Higher Education, the supervisor of the high school credit programs in Jefferson County, the administrative assistant to the Mayor of the City of Birmingham, the program specialist for social studies on the Birmingham Board of Education, the president of a large warehouse company, the executive director of Operation New Birmingham, the executive director of the YWCA, the director of development of Miles College, the education curator of The Discovery Place, the associate directors of the Center for Environmental Health Research at the University of Alabama in Birmingham and the district manager of the Carlisle Collection. Sessions meet in the general downtown area and include visits to several other sites related to the day's topic. Participants work with adult leaders each day and are sometimes asked to act as the decision-making body such as a bank loan review committee, the Department of Pensions and Securities staff, or an arts commission. Students from different areas come to know one another and develop a mutual trust and respect, interacting with community leaders and decision makers.

OVERVIEW OF INTERNSHIP PROGRAM

Undergraduate students are granted academic credit for internships in work environments by "contracting" with a faculty advisor. Birmingham-Southern offers qualified students the opportunity to transfer learning from the classroom to the workplace. The intention of the internship is to explore career fields and to gain practical experience. Approximately 150 students participate each year.

These internships may be contracted for Interim (month of January) credit or as an elective during the regular term. Participation time in an internship in any one term should be equivalent to that of a regular academic course, approximately 130 hours in total. This would be approximately 8-10 hours a week during a semester-long period (i.e., Sept.-Dec.; Feb.-May; Jun.Aug.) and 30 hours a week during the January Interim. The placement is for a student, not an employee. Internships are not paid experiences, but may be if the sponsor wishes. A paid experience normally would be negotiated between the site supervisor and the student.

Birmingham-Southern requires the commitment to be sound and the supervisor responsible. Academic requirements for granting credit are administered by the Birmingham-Southerm faculty advisor. Internship experiences should be mutually beneficial for both the sponsor and the student.

An opportunity will be given for the internship supervisor to evaluate the experience and offer ideas for further development.

Students are sponsored by a faculty member and approved by the Division Chair in the department. They may contract through the Contract Learning Center for a course on a day-to-day basis in a particular professional field. Internships vary in time and duty requirements. They last one semester and the student is given one college credit.

It is never possible to know how many students will seek placement in a given discipline during any given term. Traditionally, there has been a greater number of students requesting internship sites during the month of January.

IND 453-CREDIT, Unit ADMINISTRATIVE INTERNSHIP PROGRAM

(See Collectibles section of Source Book for a more complete description of Administrative Internship and Tips for Supervisors, written by Russell Levenson, Jr.)

DESCRIPTION: This internship program allows students to gain insight in higher education administration through on-site experience in administrative offices. Class size per semester usually consists of 5-10 students. Students are usually upper classmen with above average grade point averages. They must show an interest in the workings of the College and have a sense of personal dedication and drive in order to be a self-starter. They are required to be "interviewed" by a supervisor to gain approval. Though the administration and the grading of these interns is done by an assistant to the College President who also oversees at least one intern in the President's Office, individual supervisors oversee the work of the intern.

Students schedule weekly seminars with each Vice President of the College and are required to sit in on at least one Vice Presidents' meeting during the semester, one Administrative Council meeting, and one of the two Board meetings during the year. They are assigned a number of readings, most dealing directly with higher education. The Chronicle of Higher Education is considered to be "required" reading.

Administrative Interns are also invited to special luncheons, meetings, receptions and dinners to give them a "feel" for what actually is required of those who administer higher education.

At the end of the term a paper is expected from the student based on experiences, insights on seminars, readings, and projects. If the project leads to some work product (e.g., a brochure, manual or survey), that is to be submitted.

GRADING 10%-presence at seminars; 10%-participation in seminars; 30%-evaluation of final paper; 50%-supervisor's recommendation.

The following topics of discussion are covered by college administrators: "Administration and Academics"; "Administration and Student Affairs"; "Administration and the Overall View"; Administration, Financial Aid, and Admissions"; "An Overview of Alumni Affairs"; "Business Affairs and Athletics on Campus"; "The Role of Development in Higher Education"; "Administration and the Budget"; "Masters Study at BSC"; "The Role of Religion at a Church Related College".

California State University - Los Angeles, CA Randall B. Lindsey

LEADERSHIP IN EDUCATION: EDAD 506

COURSE PURPOSE

This course is organized for the purpose of introducing students to theories, research and behaviors of effective school leadership. Though the focus of the course is on school-level leadership, the concepts are such that they generalize across the major functions of school administrative leaders.

Students will have the opportunity to integrate theory and research with how they envision they may be in an administrative position. Initial emphases are on the acquisition of information and commensurate basic skills in the topics of organizational structures, leadership theory, personnel management, and group dynamics. With each topic, a student is provided the opportunity to envision how to apply this information to the role and function of a school leader (i.e., administrator).

GOALS AND OBJECTIVES

GOAL: To present a general overview of how schools are organized and how these organizational structures relate to personnel management and leadership.

OBJECTIVES: To develop an understanding of how schools are organized by "line" and "staff" functions; to develop an understanding of the personnel management role of the administrator in providing/creating a climate of motivation in a school; to develop an understanding of the relationships between schools' organizational structures and the need for effective personnel management practices.

GOAL: To understand the vital role that the knowledge of leadership theory can play in making effective schools; to develop survey knowledge of specific pertinent psychological, sociological and behavioral studies in leadership (CTC Competency 2.1 A); to develop skill in the application of one or more leadership theories, such as the Situational Leadership Model (i.e., The Contingency Theory); to understand the applicability of leadership studies and theories to the educational setting, including the fundamental concepts of authority, power and influence (CTC Competency 2.6 A); to review the role of the administrator in studies which show the principal's role to be central to schools which are academically and socially successful.

GOAL: To develop a basic understanding of group dynamics in the school setting; to develop a survey knowledge of the roles persons play in groups, of how people have individual styles in groups, and how communications are affected; to develop an understanding of the modes, policies and effects of communications as a function of effective management (CTC Competency 2.7 E); to understand the complexity of schools as social systems; to develop basic skills and knowledge in procedures for pupil and staff conflict resolution (CTC Competency 2.7 F); to develop basic skill and knowledge in procedures for stress management (CTC Competency 2.7 G).

GOAL: To develop an understanding of the leadership role of the administrator; to develop an understanding of the role of change agents in schools and how the administrator may be such a person and/or utilize the expertise of such people on his/her staff; to develop an understanding of the role of the administrator in developing a positive school climate; to develop an understanding of the role of the administrator in the modes, policies and effects of communication styles and mechanisms (CTC Competency 2.7 E).

PRIMARY BIBLIOGRAPHY

GENERAL TEXT: Hanson, Mark. Educational Administration and Organizational Behavior, 2nd Edition, 1985.

SPECIALIZED TEXTS AND REFERENCES: See the general bibliography for references in your area of special interest.

COURSE REQUIREMENTS

This course is designed to develop a survey of how schools are organized and the role that administrators have as leaders in making schools effective academic and social entities. Instruction will focus on concepts, theories, principles and examples of importance to all as prospective leaders. Opportunity will be provided for individual interest areas to be explored at a depth appropriate to the respective class member.

Each member of the class should be afforded ample opportunity for reading, observing, introspecting, analyzing and synthesizing information. It is important that each member experience and practice all of these skills.

COMMON SKILLS AND KNOWLEDGES: The primary mode of instruction will be presentations organized and conducted by the instructor. The presentations will afford each member the opportunity to read related material (i.e., textual, supplementary, and selected activities); to complete instruments designed to teach course concepts and theories; to examine one's own behavior, values and style; to assess one's own and other's behavioral patterns; to apply theory, principle and concept to everyday school practice; and, to synthesize various theory, concepts, and principles into practices for effective use in school settings.

SPECIFIC LEVEL SKILLS AND KNOWLEDGE: Class members' individual skills and knowledge will be enhanced through the above processes. These processes will be augmented by individual project work.

Class members are expected to master the skill and knowledge competencies in the Goals and Objectives section above. In order to accomplish this, the following activities are required.

SPECIFIC REQUIREMENTS: Complete an Activity Response Sheet for each class meeting. These will not be graded, but will be read, responded to, and returned. Complete one of the following by the sixth class meeting: Critique 6 articles from management journals; Complete a short term paper on one of the topic areas of the course; Develop a Case Problem in one of the topic areas of the course; An alternative project. Participate as a contributor, analyzer, listener in all course activities. Be prepared to risk conjectures, and being misunderstood.

Arizona Western College - Yuma, AZ Marilyn Lott

APPLIED STUDENT LEADERSHIP, SOCIAL SCIENCE 93 SECTION 6001
Meet Mondays at 7:00 a.m. and 12:15 p.m.

DATE	TOPIC
August 26	Finalize Registration
September 2	Labor Day Holiday
September 9	Distribution of Syllabus - What is A Leader?
September 16	How Well Do You Know or Like Yourself? A. The Man in the Glass B. How Good Is Your Self Image? C. What Do You Value In Life?
September 23	What Is Your "Style"? A. Individual Preference Analysis B. Personal Style Inventory C. Life Style Preference Evaluation
September 30	How Can You Improve? A. What Motivates You? B. Personal Development Inventory
October 7	**MID TERM EXAM**
October 14	Now You Know Yourself A Little Better, What Kind of A Leader Are You? A. A Student Leader B. A Leader's Check List
October 21	What Is Your Leadership Style?
October 28	How Well Do You Communicate? A. Analysis of Your Communication Skills B. How Can You Improve?
November 4	How Assertive Are You? A. Assertiveness Inventory - Where Do You Fit In?
November 11	Veteran's Day Holiday
November 18	Can You Delegate Effectively?
November 25	How Effectively Do You Manage Your Time? A. How Can You Improve?
December 2	What Are Your Goals? A. Techniques for Realistic Goal Setting B. "Aim So High You'll Never Be Bored"
December 9	Leadership Overview A. Review of Your Role as a Leader B. Leadership Traps
December 16	**FINAL EXAM**

Social Science 190 Introduction to Leadership Skills (3) I, II

Introduction
Developing and understanding the ways members of groups work together. Students will experience various group roles. They will also work on various communication techniques.

1. Goals
   1.1 Students will work toward an understanding of how members of groups work together and the many factors which contribute to or detract from effective group interaction.
   1.2 Students will be given the opportunity to practice interaction and observation skills so they can develop useful and more effective interaction patterns.

2. Objectives
   2.1 To identify standard roles in group interaction situations.
   2.2 To list barriers to and facilitators of effective communication.
   2.3 To examine and identify different leadership styles.
   2.4 To evolve a working definition of leadership.
   2.5 To gain insight into one's own leadership and interaction style.
   2.6 To identify areas of change in one's own interaction style.
   2.7 To practice improved interaction techniques.

3. Learning Activities
   3.1 Students will receive lectures, films, film strips and tapes.
   3.2 Students will participate in group exercises and observations.
   3.3 Students will hear and interact with guest speakers.
   3.4 Students will attend community meetings individually and as a group for the purpose of making observations.
   3.5 Students will maintain a journal of reactions to class situations, readings and other leadership related activities.
   3.6 Students will select, read and report on a book on leadership, group dynamics or personal development.
   3.7 All activities will be followed by group discussion.

4. Student Responsibilities
   4.1 Participate in class activities.
   4.2 Complete five group observations.
   4.3 Read and report on a minimum of one book (as indicated above).
   4.4 Maintain a journal (as indicated above).
   4.5 Call the instructor in case of anticipated absence.

5. Evaluations
   5.1 Evaluations are based on fulfillment of the student responsibilities.

Marycrest College - Davenport, IA Virginia Luzkow

STUDENT WORK ASSISTANCE PROGRAM (SWAP)

Marycrest College, a small private liberal arts college located in Davenport, Iowa has organized a student work program (STUDENT WORK ASSISTANCE PROGRAM or SWAP) to help students without the means to afford a college education to obtain one. This includes adults who need re-education and/or re-training as well as their progeny who are discovering they can no longer follow in the footsteps of their parents due to the changing nature of the occupational structure. SWAP is open to all students who can establish financial need. Students will be employed in the maintenance and administration of the college. The purpose of this program at this time is to provide a quality education to members of low and mid-income families who have either lost employment or found limited employment opportunities because of the faltering agricultural and industrial economy in the midwest.

The objectives of SWAP are an answer to the evolving needs of our complex society that demands educational and moral leadership as well as technical and managerial expertise. This program is not intended to develop student skills so that they are appropriate for a given job market but to create leadership skills that will enable them to solve problems, make decisions and establish a fit between occupational structures and their own skill levels. SWAP students will be encouraged to participate in the management and administration of the student work program, responsible not only for contributing to the maintenance of the college but also for playing an active role in generating creative ideas for the college's future. They will be trained in specific leadership and management skills through a series of seminars in areas such as time management, goalsetting, and assertiveness training making them more "marketable" and, more importantly, active collaborators in their own education.

Leadership and management skills will be applied in specific areas of the college community such as maintenance, food preparation, photographic and computer laboratories, public relations, and the print shop; beyond these applications a number of students will be designated as program managers and will provide significant leadership within the student work program. Students also will be encouraged and expected to develop skills in critical thinking in order to evaluate the labor program, its organizational structure and its value to the college. Students will conduct research on a variety of projects from generating student industries (catering, printing and photographic work), to outreach work in the community at large.

In sum, SWAP is envisioned as a program offering financial assistance to students who have unmet needs or to people who cannot otherwise become students; but it is, even more critically, a program which plans to involve students in the management of their own communities. It hopes to do this by encouraging critical thinking and the practical application of such thinking to problem solving at all levels of their experience. The potential for SWAP as a positive step for Marycrest and the community is vast.

STUDENT WORK ASSISTANCE PROGRAM GOALS: 1. To provide students with resources for leadership research and performance. 2. To provide experience in observation and performance of management/leadership skills and styles through work experience and workshops. 3. To provide students with work situations that will enable them to become active participants in the planning, implementation, problem solving, and decision making aspects of campus work.

METHOD: Student work positions will be assigned to all incoming transfer students and freshmen. Assignments will be made on the basis of campus needs as well as student goals, experience, and talent. Second year students may apply for any available positions. Students showing strong leadership or management skills will be encouraged to apply for positions requiring these skills. Transfers and freshmen are not locked out of participation in the management/leadership areas of SWAP; during the second semester new students who exhibit special skills may be recruited to train for management positions.

Management/Leadership training sessions are open to all SWAP students; there will be four required sessions for student managers. Weekly meetings will be held for student managers to share ideas, problems and plans. All student workers will be encouraged to develop Leadership/Management Transcripts (records will be kept of all meetings, seminars and workshops attended as well as records kept of special committees or services given) that reflect activities above and beyond the regular work-study assignments.

Students will have opportunities to contribute ideas for improving or adding services for the campus community. Already, they have proposed additions in media services for the library, helped to initiate bulk mailing services for campus offices, and written grants for the Marycrest Voluntary Action Center to improve the operation of the center. Ideas that require investments must be approved by the President of the college. Students will learn how to prepare presentations, proposals and how to assemble background support material. Initially, the reaction to this part of the SWAP program was disbelief and surprise when their ideas were accepted; however, creative thinking is contagious and ideas and projects become readily available when students are consulted to help solve problems.

Mount St. Mary's College - Los Angeles, CA Cheryl Mabey

LEADERSHIP STUDIES

Syllabi and descriptive materials for core one-unit classes follow. Plans for the Leadership Studies minor are progressing. Of special note is the senior-level course on leadership which will be the capstone experience of the four years. It will be team-taught, multidisciplinary and involve concluding a four-year structured journal which ties together disparate course offerings on leadership. Contact Dr. Cheryl Mabey, Director of Women's Leadership Program for more specific information. 12001 Chalon Road, Los Angeles, CA 90049, (213) 476-2237.

DEFINITION OF LEADERSHIP: The study of leadership must include the following components:

1. Descriptive Component: Focuses upon "who is a leader" in a variety of contexts, and utilizes history, biographies, self-assessment, literary models and cross-cultural studies to explore this dimension of leadership.

2. Functional/Operational Component: Focuses upon "how one leads more effectively", and reviews leadership styles and organizational behavior while developing specific leadership skills/behaviors in students.

3. Policy Component: Focuses upon social change theories and strategies, goals of leadership and specific analysis of policies and issues affecting society.

WOMEN'S LEADERSHIP PROGRAM: MSMC has had a program open to all interested students for over ten years. The program combines a core of three one-unit seminars with structured leadership lab/student experiences. The description of the three courses follows.

LEADERSHIP STUDIES MINOR: MSMC will begin to offer a multidisciplinary minor in leadership studies in the Fall '87 semester. This program is a campus-wide approach integrating general studies courses with a 19-unit curriculum incorporating the descriptive, functional, and policy components of leadership.

The minor is designed for students interested in a more intensive analysis of leadership. The minor serves as a catalyst for faculty/staff development related to leadership studies and methodological alternatives.

LEADERSHIP SEMINAR I

Objectives: LS-I is a one-unit course offered in the Fall semester. The Course has three objectives: to review and analyze at least three leadership theories; to assess the style of leadership each student currently uses; to identify life planning issues for women leaders.

BRIEF SUMMARY OF LEADERSHIP SEMINAR I

SYLLABUS

I. Introduction and Overview of Course.
Definition of Leadership:(1) Definition of Leadership Exercise; (2) Outline a definition of leadership (See Handout section); (3) Conduct T-P Leadership Questionnaire/Tabulate Results.

II. Achievement and Leadership:(1) Fear of Success Exercise; (2) Analyze Matina Horner's research on women's fear of success; (3) Outline the controversy surrounding the research; (4) Synthesis of class conclusions regarding women's "fear of success."

III. Leadership Variables:(1) Conduct "Questionnaire on Leadership Style and Philosophy"/Tabulate results; (2) Reach team consensus upon "Questionnaire" and Compare Team results; (3) Outline variables/ factors which impact on effective leadership; (4) Conduct faculty interviews on leadership/Report findings to the class.

IV. Trait Leadership Theory:(1) Teams identify major traits associated with leadership; (2) Review Leadership Literature of the trait theories; (3) Analyze the implications for female leaders; (4) Strategize an action plan for eliminating internal barriers toward leadership.

V. Power and Its Relationship to Leadership:(1) Define power/Assess the class reaction to connotation of power; (2) Analyze the relationship between power and leadership: Are they means and/or ends?; (3) Utilize Machiavelli's view of power in "The Prince"; (4) Compare James MacGregor Burns' view in "Leadership: Power of Leadership"; (5) Identify traditional power resources of women: beauty, charm, service, sexuality, motherhood/Analyze implications.

VI. Case Study of a Leader:(1) Review James David Barber's typologies of leadership styles; (2) Apply typologies to recent presidential candidate; (3) Compare Barber's typology of "Active-Positive" to Burns' "Transforming Leadership."

VII. Interaction Theory of Leadership:(1) Outline interaction theory of leadership in "Leader Effectiveness Training: The No-Lose Way to Release the Productive Potential of People"; (2) Compare Burns' analysis of the relationship between leadership and followship; (3) Introduce Assertion-training as one technique to enable/facilitate, Interaction Theory/Utilize "Responsible Assertion" Film/ Discuss rights leaders and followers possess.

VIII. Situation Leadership Theory:(1) Conduct Situational Leadership Self-Assessments/Tabulate results; (2) Review the theory of Situational Leadership; (3) Play the Situational Leadership Game in team competition; (4) Assess the application of situational leadership theory in several college examples.

IX. Managers and Leaders: Are they the Same?:(1) Complete worksheet which accompanies Abraham Zaleznik's article, "Managers and Leaders: Are they Different?; (2) Analyze Zaleznik's theses/Develop class consensus regarding the basic thesis of the article; (3) Assess whether the class describes themselves as managers or leaders; (4) Emphasize the definition of mentor and its importance to leadership development, Identify past/present/future (?) mentors for the class; (5) Review what implications the differences between managers and leaders make toward female leadership development.

X. Life-Planning Issues for Women:(Self-Awareness) (1) Complete journal exercises relating to clarifying values/goals; (2) Team discussion of varied reactions/Report summary to class; (3) Identify relationship of "Self-Awareness" to Leadership Development.

XI. Life-Planning Issues for Women:(Role of Women in the 1980s) (1) Complete journal exercises relating to economic place of women in society; (2) Team problem-solve the cases presented/Report decisions/Assess their desirability and feasibility; (3) Identify socializing factors which may condition women and men's decisions (i.e., careers, majors, life-style plans, etc.); (4) Correlate these socializing factors to the development or inhibition of leadership experience.

XII. Life-Planning Issues for Women:(Life-Style Goals) (1) Complete journal exercises relating to future goals in combining career, marriage, children or in not pursuing one or several of them; (2) Team problem-solve the cases outlined for class discussion/Develop a list of potential difficulties for women and for men in implementing life-style choices; (3) Outline the various options that women have/Reach consensus that all women have whatever options are listed. (Take into account ethnic/racial differences, socioeconomic differences, etc.)

COURSE METHODOLOGY: Leadership Seminar I utilizes varying methodologies within the 1 1/2 hour seminar meetings in order to provide leadership students with time and techniques to process the information and internalize appropriate applications. A list of some of the different techniques follow. (1) Three different diagnostic self-assessments regarding leadership styles; (2) Classroom lecture/discussion; (3) Individual written exercises in which the student must make a decision and reach closure, Small group comparisons of decisions, Consensus decisions reported to the class as a whole; (4) Students conduct interviews of college personnel and faculty/Report to class as a whole; (5) Participation in a classroom simulation of situation leadership theory; (6) Students keep a journal for several weeks (7) Students gain practice in note-taking, summarizing and organizing skills through highly theoretical and abstract subject content; (8) Students complete a mid-term and final examination on leadership theories, styles and philosophies.

LEADERSHIP SEMINAR II

Objectives: Leadership Seminar II is a one-unit course offered in the Spring semester. The course format differs from year to year, since students complete self-assessments of their leadership skills which become the basis for emphasizing particular leadership skills. The course has four objectives: to improve the leadership skills of the individual student; to develop and sustain teamwork among members of the class; to introduce the students to the college administrative structure; to provide a forum or project in which leadership students may apply their leadership skills at Mount St. Mary's College.

A BRIEF SUMMARY OF LEADERSHIP SEMINAR II SYLLABUS

I. Introduction and Overview of the Course.
Identify skills related to leadership:(1) Prioritize "important" leadership skills; (2) Complete self-assessment of mastery of skills; (3) Writing exercise re goals/successes/failures.

II. Team Leadership: Outline difference between group and team; Discuss class assessment of skill-level/priorities; Distribute custom-made syllabus related to skills to be developed.

III. Self Management: Focus on either time management or budget management; Utilize structured exercises/readings from "Leadership Skills Workbook."

IV. Decision-Making: Decision-Making Theory: Steps to more rational decisions; Advantages/Disadvantages of individual vs. group decisions; "Moon Game" exercise/trainer-observers present in small groups to comment upon negotiations.

V. Goal-Setting: Utilize steps to decision-making for individual goal-setting exercise: Brainstorming, gathering information, weighing alternatives; Practice writing objectives/evaluation measures/milestones. (Example: student's use of the summer).

VI. Introduce Group Project: Transfer individual decision-making skills to group context; Brainstorm needs of college students NOT being met by institution; Conduct needs assessment of college population in small groups.

VII. Planning Process: Critique survey of needs collected by small groups of students; Compare to annual survey by students of environmental climate/student satisfaction; Weigh alternatives through cost-benefit analysis.

VIII. Team Goal-Setting: Group objectives are set; Evaluation measurements established; Timeline of who needs to do what by when is established.

IX. Roles and Responsibilities: Class is divided into group projects based on planning. Each group has a president/chair, vice-president, secretary, treasurer. Leadership is exercised by student participants. 1. Review of job descriptions. 2. Assessment of competence-levels.

X. Conducting Successful Meetings: Checklist for making group meetings more successful is discussed. Correspondence, memos, agendas, parliamentary procedure are outlined; Project: Proposal for change is agenda item of "committees."

XI. Communication Skills: Assertiveness training; Role-Playing exercises Project: Meetings resume as plans for project begin.

XII. Group Dynamics: Feedback and constructive criticism are applied to project; Students rotate role of "observer" re obstacles to group communications as implementation of project continues; Video-tape of dyad feedback is used to objectify experience.

XIII. Team Building and Communication: Team effectiveness inventory is completed, scored based upon group goals, understanding roles/responsibilities, communication, cooperation, mutual support, competence; Feedback opportunity may include problem-solving, suggestions for intensive skill-building, negotiating conflict.

XIV. Proposal for Change: Forcefield analysis is applied to campus project; Students analyze institutional response to presentations; Project: Finalizing presentation. Video-taped rehearsals.

XV. Administrative Panel: Class presents proposal(s) to faculty/administrators; Administrators respond to presentations.

XVI. Evaluation: Individual assessment of leadership skills/strengths/weaknesses; Assessment of "success" of group project/activity; Evaluation of group performance re communication, fulfillment of roles, responsibilities, operation as a team.

XVII. Final Assessment: Students meet individually with instructor to assess pre- and post-measurements of skills inventory, leadership style inventory as well as personal goals; Leadership Transcript begins incorporating commitments for summer, academic year and skills/competencies to be monitored.

COURSE METHODOLOGY: (1) Two different diagnostic self-assessments measuring leadership skills; (2) Classroom lecturettes/discussion; (3) Participation in group clusters and experience in committee roles: a) chairperson b) vice-chairperson, c) treasurer, and d) recorder/secretary; (4) Students practice/apply leadership skills (identified by the class as most essential and/or most needed of improvement); (5) Students plan, implement, and evaluate a team project. The project is either a proposal of a policy change or initiating a campus activity meeting a student need; (6) Individual written exercises in which the student must apply her leadership skills or make a decision...Small group comparison of decisions...Consensus decisions reported to the class as a whole; (7) Students keep a leadership log of leadership-related experience connected with skills development. The journal or log entry describes the situation and evaluates the students' reactions; (8) Students meet individually with instructor for final evaluation.

LEADERSHIP SKILLS...A WORKING DRAFT

TASK OR PRODUCTIVITY SKILLS

1. Planning: Defining goals and written objectives; Conducting needs assessment/survey; Action planning.

2. Budgeting: How to prepare a budget; How to manage/control a budget.

3. Organizing: Members' roles and responsibilities; Logistics of work activities; Delegating responsibilities.

4. Decision-Making: Perception/Definition of problems; Problem solving.

5. Managing time: Effective time management principles for individual; Time management for work groups; Managing stress.

6. Conducting meetings: Chairing a meeting; Parliamentary procedure; Drafting a motion/resolution/proposal; Prepare agenda; Writing reports, memos, minutes; Conduct elections/voting.

7. Marketing: Conveying information (publicity); Preparing and using a marketing plan.

8. Evaluating: Individual development planning; Individual progress review (self-assessment); Program or activity evaluation; Institution or organizational evaluation; Outcome measurements.

PEOPLE OR RELATIONAL SKILLS:

1. Value clarifications: Identification of own values; Recognition of diverse values of a group; Ethical responsibilities/implications of leadership.

2. Motivating/Motivation: The self-starter and initiative; Organizational/group climate; Management of conflict or problem resolution.

3. Communicating: Effective listening; Assertive communication (both nonverbal as well as verbal communication); Communication feedback; Organizational/group committee communication (group participation and input); Effective public speaking.

4. Team Building: Developing a team; Sustaining a team; Value of team decision-making.

A checklist for students has been devised based on these skills. They are asked to circle 5 skills most important to develop for any leader.

SPR 16H LEADERSHIP FOR HONORS STUDENTS "SELF AND AN INNOVATIVE SOCIETY"
Taught by: Cheryl Mabey, J.D. and Joanne B. Krakow, Ph.D.

Reference Sources (Buy) Roger Fisher and William Ury. Getting to Yes: Negotiating Agreement Without Giving In. New York: Penguin Books, 1981.

Selected Suggested Readings David Keirsey and Marilyn Bates. "Please Understand Me: An Essay on Temperament Styles". Del Mar, CA: Promethean Books, 1978. (xerox)

Rationale: This course was designed to meet several needs perceived by the two instructors. Treating "leadership" as an academic subject has a strong tradition at the Mount. First introduced in 1976, the leadership curriculum has grown to a three semester sequence. The concept of women as leaders, has in fact been inherent in the mission of the college for its sixty years. Most recently, the admission of a large number of freshman honors students and President's Scholars has heightened our awareness of increased possibilities of the concept of leadership. At the same time, we wanted to provide an opportunity for the formation and strengthening of a network and support system among the honors students who will proceed through the Mount together for four years.

Our approach will come from several perspectives. Leadership ideas can be found in many disciplines including psychology, philosophy and business. The background of the instructors includes, as well, training in political science, law and education.

Methodology and Expectations: Leadership SPR 016H is a seminar in which both instructors and students are engaged in dynamic two-way communications. Reading assignments need to be completed before each scheduled class. The course will meet weekly for 90 minutes. Attendance is expected.

Students will: receive feedback on at least two self-exploration surveys; have regular written assignments in and out of class; refine leadership skills in writing, debating, communicating, negotiating conflict, clarifying and recommending policy options through participation in a class project strategizing change at MSMC.

Each student must attend one supplementary lecture or symposium of several to be announced, and write a two page response paper.

Students will have the opportunity to reflect upon multiplicity of decisions facing them as honor students, women, and/or potential leaders. Each student will have the opportunity to identify and interview influential women re their decisions and contributions to society. These interviews will be synthesized into short panel presentations to the class. Students will present policy option(s) to an assembled faculty/administrative panel for feedback at the end of the semester.

Course Objectives: To examine ourselves from several perspectives including personality, temperament and developmental process; To explore the interconnections among self, creativity and leadership; To build decision making skills through a real-life cooperative project.

Specific Skills: a) Decision-Making Skills: Brainstorming; Cost-Benefit analysis; Weighing alternatives; Decision; Evaluation. b) Negotiating conflict. c) Evaluating: Needs assessment; Outcome measurements. d) Strategizing for Change. e) Team building.

Grading Policy: Each student has the option of a letter grade or credit/no credit. Students shall meet individually with instructor for final evaluation. Students will be asked to suggest their own grade.

SYLLABUS (Meeting Weekly)

Session	Class Topic	Assignment
1	Introduction and Overview	None
2	The Self: Who Am I?	Temperament in Leading, pp. 129-166
3	Entering Adulthood	Youth: A "New" Stage of Life, Keniston
4	My Future Self: What Voice Will I Have?	SIGI
5	The Mount Society	Mission Statement, Freshman Profile
6	Strategies For Changing	Getting To Yes
7	Fieldwork Interview	
8	Symposium	
9	Proposing Change: Group Projects	Specifics to be assigned in class
10	Decision-Making: How Can I Decide?	
11	No Class -- Spring Break	
12	Addressing Our Needs: Generating Alternatives	Materials on Reserve
13	Proposal for Change: The Mount as an Innovative Society	Presentation preparation
14	Summary and Review	

ADVANCED LEADERSHP

COURSE OBJECTIVES: This one-unit course focuses upon the interconnections between motivation, leadership, and change in the broader community. Students will connect theoretical understandings with case analysis throughout the semester. The objectives are threefold: to better understand motivation, leadership and change within organizational contexts; to develop critical thinking skills through case analysis and community leader interaction; to identify transitional issues for student leaders entering the world of work or graduate study.

ORGANIZATION: Advanced Leadership include lectures and discussions, presentation on one "traditional" theorist on motivation, leadership and change, team case studies, response to community critiquers, organizational assessment presented to the college president.

REQUIRED TEXTS: John W. Gardner, Self-Renewal: Individual and Innovative Society.; Robert H. Guest, Organizational Change Through Leadership.; Lee Morcival, Where's My Happy Ending: The Myth of Women and Having It All!; Cases on Women in Management, Institute for Case Development and Research, Simmons College.

RESERVE READINGS: Books/articles placed on reserve in the library are listed on attached sheet. Each student selects one source and incorporates theoretical perspective where appropriate throughout the course.

COMMUNITY "EXPERTS": Case analysis done in a vacuum may result in simplistic analysis so 10 community/business leaders will attend class and react to presentations and case analysis. "Experts" come from a variety of private and public sector positions.

COLLEGE AS ORGANIZATION: Sub-groups of seniors will assess the collegiate environment and experience based upon an analysis of the structural/organizational system, decision-making system, economic/technical system, and human/social system. This annual report will be presented to the college president and appropriate administrators/ faculty at the conclusion of the semester. Alumnae community leaders may also be present to comment on similarities or institutional change.

ADVANCED LEADERSHIP SYLLABUS

Week

1 The Self and Society: Personality Temperament (Keirsey sorter); Self-Renewal (Gardner's text).

2 Organizational Analysis: Lecture on four sub-systems of organizations; Begin organizational climate assessment.

3 Motivation: What Would You Do To Improve: Manufacturing Firm case study; Review of motivation theories.

4 Case Study Analysis: Preliminary review of methodology for case analysis; Faculty respondents.

5 Women In Management Case Study: "Ellie van Norman": Perception of Actor; Guest respondent.

6 Women In Management Case Study: "Roberta Rogers" Self-Image of Leaders.

Week (Cont'd)

7 Women In Management Case Study: "Claudia" Leadership Style; Guest respondent.

8 Women In Management Case Study: "Bernice Buresh" Socialization of Leaders; Where's My Happy Ending; Guest respondent.

9 Women In Management Case Study: "Sue Garson" Gender Impact on Leadership; Guest respondent.

10 Women In Management Case Study: "Carolina Sullivan" /Tale of O; Guest respondents.

11 Women In Management Case Study: "Kate Berrere" Goals: Meaning and Function; Guest respondents.

12 Goal Setting: Vision and Values for society; Students' personal goals/leadership arena; NETWORK: leadership graduates respondents and reception.

13 Change: Review of social change theories; Outline transitions in Guest's case study; Begin to identify needs within college environment Forcefield analysis of possibility for change.

14 Working Session: Annual Senior Assessment of College; Collect data/interview college personnel; Assess strengths/weaknesses of administrative organization, communication flow, economic/technical resources and human/social system.

15 Presentation of "State of the College Report": College President and invited guests respond; General analysis followed by specific commendations and recommendations.

16 Assessment and Evaluation: Group and individual assessment, including final review of leadership skills/leadership style instruments taken as freshmen-to-seniors.

ADVANCED LEADERSHIP READING LIST

MOTIVATION

Hierarchy of Needs: Abraham H. Maslow, Motivation and Personality (New York: Harper & Row, Publishers, 1954).

Motivation-Hygiene Theory: Frederick Herzberg, Bernard Mausner and Barbara Snyderman, The Motivation to Work (New York: World Publishing Co., 1959). Herzberg, Work and the Nature of Man (New York: World Publishing Co., 1966).

Achievement-Motivation: David C. McClelland, J. W. Atkinson, R. A. Clark, & E. L. Lowell, The Achievement Motive (New York: Appleton-Century-Crofts, 1953). and The Achieving Society (Princeton, NJ: D. Van Nostrand Co., Inc., 1961).

Activities-Interactions-Sentiments: George C. Homans, The Human Group (New York: Harcourt, Brace & Co., 1950).

Immaturity-Maturity Theory: Chris Argyris, Integrating the Individual and the Organization (New York: John Wiley and Sons, Inc., 1964).

Transactional Analysis: Eric Berne, Games People Play (New York: Grove Press, Inc., 1964); Thomas Harris, I'm OK-You're OK: A practical Guide to Transactional Analysis (New York: Harper & Row, Publishers, 1969).

LEADERSHIP

Model for Managing Intergroup Conflict: Robert Blake, Herbert Shepard and Jane S. Morton, Managing Intergroup Conflict in Industry (Houston: Gulf Publishing Co., 1964).

Theory X-Theory Y: Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Company, 1960).

XA-YB: Argyris, Management and Organizational Development: The Path from XA to YB (New York: McGraw-Hill Book Co., 1971).

Leadership Continuum: Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," HBR (March-April 1957), pp. 95-101.

Michigan Leadership Series: D. Katz, N. Maccoby, and Nancy C. Morse, Productivity, Supervision, and Morale in an Office Situation (Ann Arbor, Mich.: Survey Research Center, 1950) and D. Katz, N. Maccoby, G. Gurin, and Lucretia G. Floor, Productivity, Supervision, and Morale Among Railroad Workers Ann Arbor, Mich.: Survey Research Center, 1951).

Group Dynamics Studies: Dorwin Cartwright and Alvin Zander, eds., Group Dynamics: Research and Theory, 2nd Edition (Evanston, Ill.: Row, Peterson and Co., 1960).

Ohio State Leadership Studies: Roger M. Stodgill and Alvin E. Coons, eds., Leader Behavior: Its Description and Measurement, Research Monograph No. 88 (Columbus: Bureau of Business Research, The Ohio State University, 1957).

The Managerial Grid: Robert R. Blake and Jane S. Mouton, The Managerial Grid (Houston: Gulf Publishing Company, 1964).

Patterns of Management: Rensis Likert, New Patterns of Management (New York: McGraw-Hill Book Company, 1961); Rensis Likert, The Human Organizations (New York: McGraw-Hill Book Company, 1969).

Leadership Contingency Model: Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill Company, 1967).

Differentiation and Integration Model: P. R. Lawrence and J. W. Lorsch, Organization and Environment: Managing Differentiation and Integration (Boston: Dir. of Research, Harvard Business School, 1967).

Situational Leadership Theory: Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources (3rd Ed.) (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977).

CHANGE

Force Field Analysis: Kurt Lewin, "Frontiers in Group Dynamics: Concept, Method and Reality in Social Science, Social Equilibria and Social Change," Human Relations, I, No. 1 (June 1947), pp. 5-41.

Change Cycles: Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources (3rd Ed.) (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977).

Mechanisms for Change: H. C. Kelman, "Compliance, Identification and Internalization: Three Processes of Attitude Change," Conflict Resolution, II (1958), pp. 51-60.

Socio-Technical Cycle Theory: Robert H. Guest, Organizational Change: The Effect of Successful Leadership (Homewood, Ill.: The Dorsey Press, Inc. and Richard D. Irwin, Inc., 1962).

Miami University - Oxford, OH

Peter Magolda
Richard Nault

EDL 380.A THE ANALYSIS OF LEADERSHIP

Overview-To understand how leadership is effectively exercised and to increase your ability to provide the type of leadership you seek to offer. As a result of your participation in this class you will be better able to:

1. Identify career goals that draw most completely upon your skills and enhance the likelihood that your life goals will be realized. Our assumption is that the more effective you are in your career, the more possible it will be for you to exert exceptional leadership.
2. Exert leadership in settings in which you are asked to take leadership or seek to take leadership.
3. Present your ideas to others orally and in writing and understand and make effective use of the ideas of others.
4. Gather information from interviews.

Requirements-Grades will be pass/fail. We ask that you contribute effectively to class discussions, both by offering ideas and facilitating the participation of the other members of your class (60% of final grade). You will be asked to complete in November a ten page analysis of an interview with a leader you have identified. (40% of final grade)

Recommended Text-Lee Iacocca (with William Novak), Iacocca

CLASS SESSIONS

August
Session 1: Leadership Retreat on group building, life planning and the preliminary identification of leadership styles.

September
Session 1: Complete skills analysis and identify life priorities.

Session 2: Discussion of "What is Leadership?"; Lee Iacocca, Iacocca. John Newhouse, "Profiles (Margaret Thatcher)," New Yorker, Feb. 10, 1986, 68-99.

Session 3: Situational Leadership; Michael Maccoby, The Leader. New York: Simon and Schuster, 1981. Ch. 1.

Thursday night at the movies: "Patton".

Session 4: Leadership Effectiveness; David Campbell, If I'm In Charge Here, Why is Everybody Laughing?, Greensboro, North Carolina: Center for Creative Leadership, 1984.

Session 5: Motivation and Power; Gary A. Yukl, Leadership in Organizations. Englewood Cliffs, New Jersey: Prentice-Hall, 1981.; Ch. 1, "Reciprocal Influence Processes in Leadership"; Ch. 2, "Power and Leader Effectiveness".

October
Thursday night at the movies: "Norma Rae".

Session 1: Planning for January Trip.

Session 2: Conflict Management; Warren H. Schmidt and Robert Tannenbaum, "Management of Differences," in Dealing with Conflict, HBR, 141-149; Review also the sections in Campbell on conflict management.

Session 3: Dealing with Subordinates: power, authority, motivation and delegation; Gary A. Yukl, Leadership in Organizations; Ch. 2, "Reciprocal Influence Processes in Leadership"; Ch. 3, "Power and Leader Effectiveness"; Planning Interviews.

Session 4: Gender Differences in Leadership; A. Hughey and E. Gelman, "Managing the Woman's Way," Newsweek, 107 (March 17, 1986), 46-47.

November
Session 1: Discussion with President Pearson.

Session 2: Trip Planning

Session 3: Ethics and Leadership, Read selectively from: Robert A. Caro, The Path to Power: The Years of Lyndon Johnson. New York: Vintage Books, 1983. Ch. 25, "Longlea". Peter Collier and David Horowitz, The Kennedys: An American Drama. New York: Warner Books, 1984, 351-377. Bob Woodward and Carl Bernstein, The Final Days. New York: Avon Books, 1976.

Thursday night at the Movies: "The Seduction of Joe Tynan".

Session 4: No Class; Interviews with Key Leaders

December
Session 1: Debriefing of interviews. Individual appointments with instructors to discuss participation in the seminar and review leadership plans for second semester.

January
For 4 days, visit to major city to study leadership.

University of Southern Colorado - Pueblo, CO Laddie Marin, Jr.

MGT 301: Introduction to Leadership and Management/Mon. & Wed. Late

---

COURSE DESCRIPTION: Compares and contrasts management and leadership examining basic management skills and leadership techniques emphasizing practical application. The course includes group interaction and leadership exercises.

GRADING: Test 1 = 20; Test 2 = 20; Presentation = 10; Case Study = 20; Final = 30; Total = 100 pts.

CLASS READINGS:

1 & 2	Functions of Management
3	How a Manager Gets the Job Done; The Management Theory Jungle; The Contingency Theory of Management; Problem Solving.
4	Assets/Liabilities in Group Problem Solving; Decision Making: Nature and Process; Analysis Mystique.
5	Cost for Decision Making; Management By Objectives; Job Enrichment.
6	TEST 1
7	True Leadership; The FMI; The Leader; Situational Approach to Leadership; 3-D Leadership Effectiveness; The Uses of Leadership Theory; The Personality of Leadership.
8	The Individual; Individual Motivation; Johari Window; Transactional Analysis; The Group; Group Behavior; Group Effectiveness; Conflict in Organizations; The Leader as A Counselor; Guidelines for Counseling.
9	Educating Leaders; Promoting Leadership; A Response; The Maze Exercise.
10	Relations with People; Great Leaders; A Useable Concept of Leadership; Thinking and Learning About Leadership; Not-For-Profit Organizations; Leadership: A Personal Philosophy; Management is an Unnatural Act.
11	Command vs Management.
12	TEST 2; (Outside Reading for Case Study); Systems Concept of Management.
13	In Search of Excellence.
14	Case Studies Due/Presentations.
15	Presentations.
16	FINAL

Mennonite Brethren Biblical Seminary - Fresno, CA Larry Martens

PASTORAL LEADERSHIP: PM501, 3 Credit Hours

COURSE DESCRIPTION: Deals with the theology and practice of leadership functions in the local church concerning issues of authority, leadership styles, church organization, administrative processes, and pastoral functions.

COURSE OBJECTIVES: Designed to guide the student: to understand the biblical and theological principles of pastoral leadership and apply such principles to the leadership role in the church; to understand the nature and process of Christian leadership; to identify biblical principles of church organization and how leaders function within church structures; to develop leadership skills for the life and ministry of the congregation.

COURSE OUTLINE:
Unit I. Foundations for Pastoral Leadership-(A) Biblical Models of Leadership (Old and New Testament). (B) Theological Understandings of Leadership: Authority and Power in Leadership; Servanthood and Leadership; Qualities and Gifts for Leadership; Shared Leadership; The Equipping Ministry of Leaders. (C) Historical Views (Mennonite Brethren).

Unit II. The Nature and Process of Pastoral Leadership-(A) Styles of Leadership. (B) Interpersonal Aspects of Leadership: Communication and Interpersonal Relationships; Motivation and Effectiveness in Leadership; Conflict Management in the Church. (C) Administrative Processes in the Church: Delegating and Coordinating Functions; Managing and Evaluating.

Unit III. Pastoral Leadership in Congregational Ministries including: (A) Organizational and Governing Structures in the Church. (B) Staff Functions and Relationship. (C) Planning strategically for Church Ministries (Evaluating and developing Ministry/Mission, Decision Making in the Congregation). (D) Finance and Ministry/Mission. (E) Ministry/Mission in Small/Rural Churches.

Unit IV. Pastoral Ministry in Congregational Life-such as Worship, Membership, Marriage, Funerals, etc.

PROCEDURES/REQUIREMENTS FOR THE COURSE:
Instructional method will include lectures, dialogue, readings, guest lectures, field trips, small group participation, case studies, plus written assignments.

Readings are extensive and the bibliography specific to Pastoral Leadership may be obtained by writing to Larry Martens.

Writing Assignments: Four position papers reflecting the integration of the subject matter for each unit including your position on the subject plus reflections on how you see yourself as a leader in this area (personal strengths, areas of tension, growth goals, etc.) Position papers shall reflect your reading for each unit (include bibliography of resources consulted for each paper). Your position papers need not include footnotes.

The topics for each position paper are as follows: Unit I: My Personal Theology of Leadership; Unit II: My Function as a Leader in the Church; Unit III: My Orientation to Initiating Change in the Church; Unit IV: My Function as a Pastoral Leader in Congregational Life.

Field trips will be arranged to study the theology, structure, organizational processes and pastoral leadership of local churches and/or agencies.

GRADING: Evaluated as appropriate for graduate level performance and by comparison with other work submitted for class assignments. The semester grade is based on the four position papers each counting 25% of the semester grade. Assignments received after the due date will be reduced by one-third of a letter grade.

Grading scale will be as follows: A = Superior 90-100%; B = Meets Expectations 80-89%; C = Below Expectations 70-79%; D = Inferior Work 60-69%; F = Unacceptable Work -59%.

NATIONAL FELLOWSHIP PROGRAM

Leadership. Within our public agencies, colleges and universities, businesses, and community groups there is an interrelatedness of individual functions which causes every action to reverberate across the organization. At state and local levels, decisions made in one region increasingly affect persons in other regions. And the national and international community shrinks each year as advances in communications and transportation bring people closer together, a situation that can also tear them apart if broadly oriented leaders are not at the helm.

Because of its pervading influence on our lives, leadership-at all times in all endeavors-is of crucial importance to mankind. The W.K. Kellogg Foundation seeks to foster the development of effective and broad leadership skills and abilities. Its Kellogg National Fellowship Program (KNFP) is a prime example of the priority the Foundation has placed on this important need.

Candidates for the Kellogg National Fellowship Program complete an application form which spells out all eligibility criteria. Each year the forms are available in the offices of presidents or chief executive officers of eligible institutions, agencies, and associations, as well as offices of deans and vice presidents for academic affairs in colleges and universities. Applications may also be obtained by writing the Foundation.

A selection committee, named by the Foundation, recommends the candidates for interview. Finalists then are interviewed by an advisory committee and a review panel. After the selection process is completed, each Fellow is awarded $30,000 plus 12-1/2 percent of their salary (to a limit of $20,000 over the three years of the Fellowship). Costs of attending the seminars are paid directly by the Foundation and are not part of the award.

Specific information about each new fellowship program is available from:
The Kellogg National Foundation, W.K. Kellogg Foundation, 400 North Avenue,
Battle Creek, Michigan, 49017-3398, (616)968-1611.

The primary objectives of the awards are to:**Provide individuals with opportunities and experiences** necessary to develop a global or broadly oriented perspective on human and social issues. This underscoring of wide-ranging interests and knowledge means that Fellows cross lines of specialties to deal with complex problems of society.

Enable Fellows to develop new skills and competencies in fields or disciplines which are different enough from their chosen career. This would represent a new learning experience. But the related experience must be designed in a way that brings a positive, bolstering effect to their understanding of society's problems and their ability to contribute to solutions.

Establish a network of bright young individuals who will be leaders in academe, government, business, industry, and other professional areas. As members of this network they will be able to call on each other in a continuing exchange of ideas and information.

Offer forums for exchange of ideas so values of leadership can emerge through a process of identification, clarification, and dialogue about values and knowledge drawn from a wide variety of sources.

Develop broad leadership in individuals who are capable of acting upon important issues with an insight for the interrelatedness of social and economic systems across fields of specialization.

Improve all Foundation programming and activities by the infusion of new ideas and approaches from Fellows and others involved in the program.

In the program's first years, candidates for Fellowships were drawn almost entirely from academic institutions. The field of selection has been extended to include the public sector (nonprofit areas) and the business community.

Program Activities and Experiences

A major aspect of the KNFP is the series of seminars conducted during the program's three-year span. The seminars are focused on issues and problems facing leaders in domestic and international settings. Selected resource people from a variety of disciplines and professions participate and enrich the sessions. The location for each seminar is carefully chosen to bring Fellows together in the locale that seems most fitting for the issues under discussion. For example, a concentrated look at industrial technology issues would be scheduled in a prominent industrial region.

In addition to required participation in the seminar series, two individualized efforts are pursued by the Fellows. The first is a self-directed activity meant to broaden the Fellow's perspectives about a social issue or problem; the second effort is to develop interprofessional skills which can be focused on societal problems.

Appalachian State University - Boone, NC David McIntire

ADVANCED LEADERSHIP DEVELOPMENT - HPC 3533 Section 102(b)
Tuesdays/Thursdays

PURPOSE OF THE COURSE

Appalachian State University is committed to assisting student leaders with meeting their personal, educational, and professional objectives. A fundamental part of this is to provide students an opportunity to practice and develop their leadership capabilities. The University is committed to providing support and instruction to meet these objectives.

It is important to recognize that for student leaders to be effective they must know the environment in which they work, accept their leadership responsibilities and meet their academic requirements. To meet these ends, a student leader must be provided positive support through clear organizational goals, proper understanding of the University community, an appreciation of personal needs, a basic understanding of leadership concepts, and the alleviation of unnecessary frustration through clearly defined organizational responsibilities.

This course is designed to address these issues. It combines the theoretical and the practicum in an effort to meet the student leaders' needs. The course is intended to address practical concepts of leadership and management while the practicum affords the student "hands on" experience under the supervision of their practicum instructor. It is a "partnership" approach designed to meet the student leaders' needs and, therefore, improve the organizations' effectiveness.

COURSE OBJECTIVES

A. To familiarize student leaders with the environment in which they will be working so that their time can be spent more productively.

B. To assist the student leader in gaining a thorough understanding of their organization's purpose and their responsibilities as a student leader. A leader must be provided the tools to maintain organizational stability.

C. To discuss and investigate the various skills, techniques and methods for effective organizational leadership. A student leader must learn to perfect the human relations, management and personal skills in order to raise the organization to new levels of activity and achievement.

D. To teach students to identify, effectively develop and use the fiscal, personnel and physical resources available to them, as well as how to recognize and deal with constraints and limitations facing their organization.

COURSE STRUCTURE

For a leadership course to be successful, it must bring together the theory of leadership and the reality of organizational operations. A failure to accomplish this has resulted in leadership programs which have not met student needs. In order to make the course relevant to student leaders and at the same time feasible to teach, the class will be comprised of two parts. The first is an ongoing in-class discussion and investigation of topical concepts of leadership. The class will meet two hours each week and a specified syllabus will be followed.

The second part of the course is an individualized practicum conducted one hour each week under the supervision of a professional staff member. The practicums will be individually designed to address the specific needs of the student and the organization(s) he supervises. The dualistic approach to the class is designed to bridge the gap between leadership theory and organizational reality.

COURSE EVALUATION

1. **ATTENDANCE/PARTICIPATION** in class is vital to a student's successful completion and understanding of this course. Class sessions will involve discussion, debate and lecture; there is no one textbook, attendance is required. Attendance and participation account for 20% of the final grade.
2. **Examinations:** A mid-term and final exam, each 15% of the final grade.
3. **Course Practicum:** The Practicum will be contracted between the student and instructor, 30% of the final grade.
4. **Class Presentation:** Each student will submit a written paper and oral presentation on a specific leadership skill, 20% of the final grade.

COURSE TOPICS

Classroom instruction will consist of specific topics designed to address issues relevant to organizational leadership. Each student leader will present a leadership skill topic to the class. Instruction materials include a selected bibliography, handouts, and case studies analysis.

PRACTICUM CONTRACT

Throughout the semester we will discuss the methods of setting goals and meeting them, with particular emphasis on staff development. Our task involves six steps and we will follow these stages until we have reached our final goal.

First, we will develop a method of assessing where the organization is so that we may determine where we need to go. We will learn to assess ourselves on the individual, section, editorial and organizational levels. This assessment will become a continuous process providing a basis of evaluation throughout the year.

Upon determining where we are, we will define our goals and direction based on what we hope to accomplish. We will ask and answer the questions, what are we aiming for? And where do we go from here?

After setting goals we will find methods to turn them into reality. We will set a course of action plausible for reaching our destination.

For the purposes of this practicum, we will focus on one specific goal, staff development. Based upon our initial assessments, we have determined this goal to be especially important at this time. In the past there have been problems concerning staff unity and training, and we hope to begin to correct them.

After setting this specific goal, we will find the means of meeting it. Some possibilities include individual meetings, staff meetings, workshops, social events and the use of motivational and educational techniques and materials.

When these five steps have been completed, we will evaluate our success or failure. Have we met our intended/desired outcomes? Where have we succeeded or failed and why? How could we improve the entire process to make it work better a second time?

PRACTICUM OVERVIEW

PURPOSE: The practicum is designed to integrate theories of leadership to specific organizational objectives, allowing the student leader opportunities to develop skills in human relations and organizational development.

OBJECTIVES: (1) To develop a clear understanding of the purpose, role, and scope of the organization; (2) to analyze the organization's structure and operations while defining the leader's role in the group; (3) to conduct an evaluation of the organization, identifying the strengths and weaknesses of the personnel and the organization; (4) to discuss strategies for change within the organization and assist the leader in dealing with problem areas; (5) to assist the leader in developing leadership skills through situational analysis and application of classroom theories; (6) to assist the leader in developing a practicum project designed to address specific need(s) within the organization while further developing the leader's skills and effectiveness.

GENERAL WEEKLY MEETING SCHEDULE

Date	Topic	Facilitator
T	Introduction, Overview, and Expectations	McCaskey
Th	Leadership Skills: Communication, Delegation, Motivation, Listening	McIntire
T	Environmental Overview	Knight
Th	Dynamics of Leadership	Feid
T	Strategic Planning for Organizational Effectiveness	Pulley
Th	Quality Circles Discussion	McIntire
T	Conducting Effective Meetings	DiBernardi
Th	Motivation of Members & Delegation of Responsibility	Robertson
T	Decision-Making Strategies	McIntire
Th	Establishing Goals and Objectives	McCaskey
T	Individual/Organizational Time	Snead
Th	Refining Organizational Goals	McCaskey
T	Managing and Resolving Conflicts Between Groups	McIntire
Th	**MID-TERM EXAMINATION**	McIntire/ McCaskey
T	Organizational Budgeting	Feid
Th	Skill Topic Presentations	McIntire/ McCaskey
T	Management by Objectives	McCaskey
T	Communication and Group Roles	McIntire
Th	Quality Circle Discussion	McIntire
T	Assessing Constraints: Stress Management & Assertiveness Training	Atkins
Th	Assessing Constraints	McCaskey
T	Skill Topic Presentations	McIntire/ McCaskey
Th	Job Role Orientation	McCaskey
T	Oral Presentation Skills and Techniques	McIntire
Th	Leadership from the "Catbird Seat"	Thomas

GENERAL WEEKLY MEETING SCHEDULE (Cont'd)

Date	Topic	Facilitator
T	Skill Topic Presentations	McIntire/ McCaskey
T	Skill Topic Presentations	McIntire/ McCaskey
F	ASU Board of Trustees (half of class to committee meetings; half to full Board Meeting)	Thomas/ McIntire
T	Utilization of Resources	McCaskey
T	**Comprehensive Final Examination**	McIntire/ McCaskey

PRACTICUM SYLLABUS

The Practicum sessions are conducted weekly for a period of one hour each. A typical semester syllabus based on fifteen individual meetings is as follows:

SESSION 1: Overview and explanation of the practicum.

SESSIONS 2-6:
- a. Discussion of the role and purpose of the organization.
- b. Discussion and review of the organizational structure, authority lines and operations.
- c. On-going evaluation of the organization, personnel and general effectiveness in meeting its defined purpose.
- d. Discussion of a potential project which is normally an outgrowth of the organizational evaluation.

SESSIONS 7-11:
- a. Solidify a practicum project and establish an on-going evaluation/status review of the project.
- b. Continue to analyze organizational problems and issues the leader must address.
- c. Develop a strategy for organizational development and change.
- d. Continue to assess the leader's strengths and weaknesses and assist him/her in refining these skills.
- e. Promote program planning as applicable.

SESSIONS 12-15:
- a. Address the leader's role in developing continuity and planning for transition in leadership.
- b. Evaluate the progress or development that has occurred in the organization and leader.
- c. Evaluate the project and practicum.
- d. Identify areas or needs of the organization which the leader can continue to address.

Dartmouth College - Hanover, NH Dennis Meadows

INTRODUCTION TO STRATEGEM-1

STRATEGEM-1 is an operational game specifically designed for use with corporate and public managers and with university students. The game was developed to educate government leaders responsible for energy and environment programs in Latin America. It offered them the opportunity to gain experience in making decisions required to achieve balanced growth in the capital stocks influencing their country's population growth, material standard of living, economic output, international trade, environmental quality, and energy use. However, it has also been used by officials with similar responsibilities in the advanced socialist and industrialized countries. Several hundred high school and university students in North America, East Europe, and West Europe have also successfully used the game. STRATEGEM-1 works equally well with groups from different economic systems, because players may decide for themselves exactly how to determine the crucial investment allocation decisions. The game has been played by over 1000 people from more than 30 nations, and it is being adopted for use in many universities and management training centers.

STRATEGEM-1 employs a technology for gaming that incorporates three elements: a sophisticated simulation model of the system represented by the game; a powerful, but inexpensive, battery-powered microcomputer which makes the computer model totally portable and available for use by those who do not have access to large mainframe computers; a playing board, with associated pieces, that serves as an accounting device, aids in communication, and helps the players visualize the important interconnections in the model.

The computer program for the game is written in a simple version of BASIC, so that it can be implemented with only minor changes on an extremely wide variety of computers, including most of the widely-used microcomputers. Versions of the program are available for the APPLE-II, MacIntosh, IBM-PC, COMMODORE 64, and the NEC PC-8201A. The model is well documented, so that users of the game can easily incorporate revisions or extensions that will tailor the game for their specific needs or regions.

The current version contains sufficient complexity to tax the analytical and management skills of any participant. It serves in its present form to exercise a number of important perspectives (long-term planning horizon and systems overview) that are crucial to the exercise of effective leadership. The game may be used alone or as the basis for a 3-5 day course on the dynamics of regional development and the determinants of long-term natural resource productivity.

MASTER OF ARTS IN HUMAN RESOURCES

Management is both an art and a science. Notre Dame's Master of Arts degree program in Human Resources is built on two important beliefs: 1) the task of leadership calls for significant human skills and resources in today's technological environment, and 2) effective managers bring forth the best from an organization's most important resource-its people.

The Master of Arts program in Human Resources is designed to develop competent administrators who can serve as staff supervisors, program directors, or general managers within many different types of organizations. Students now enrolled in this program include representatives from healthcare, human services, communications and educational organizations, government, banking and finance, as well as manufacturing and service industries. The program offers a special opportunity to women and men who have achieved supervisory or managerial positions, but who have little or no academic background in business administration. The Master of Arts degree will also add greater breadth to the education of those students with an undergraduate degree in business or management.

The entire degree program is offered on weekends to make graduate study feasible for students who are employed or have other responsibilities which make study during the week difficult.

WEEKEND COLLEGE AT NOTRE DAME

For over eighty years the College of Notre Dame has been a leader in educational excellence in the Baltimore community. A fundamental belief at Notre Dame has always been that learning is a life-long activity. Acting on this belief, the college, within the last decade, has taken the lead in developing degree programs that meet the unique needs of the experienced learner-students beyond traditional college age. The Weekend College at Notre Dame today serves over 1000 students who find that this format enables them to successfully integrate their educational needs with their personal and career responsibilities.

PROGRAM OF STUDY

The program leading to the Master of Arts degree requires completion of a minimum of 42 graduate credits. A maximum of 6 graduate credits in business-related subjects may be transferred from other accredited institutions. Because practical experience in a work setting is invaluable in learning to apply knowledge gained in the classroom, students without managerial experience must take a practicum. For these students, 45 credits are required to earn the degree.

The core curriculum of 36 credits develops the student's abilities in seven important areas of management: reasoning and critical analysis; leadership and the management of human resources; the art of effective communication; administrative theory and practice; accounting and finance for managers; managerial economics; computer information systems. An additional values component addresses the ethical dimension of management. The student then selects an additional 6 credits of electives to complete the program, in addition to the practicum, if required. These electives give the student the option of purchasing a subject from the core curriculum in greater depth, comparing the principles of management in different settings, or exploring personal interests.

Coursework in the program is divided between full-semester courses (3 credits) and intensive learning modules (2 credits) given in six-week segments. This structure provides students with greater flexibility and more scheduling options. Three-credit courses meet for 10 Saturdays in the fall and spring terms, and 9 Saturdays in the summer term. Two-credit courses meet for 5 Saturdays in the first or second session of each term. (There is only one session in the summer term.)

All of the requirements for the degree must be completed within seven years from the date of admission. Most students, however, will need considerably less time to earn the Master of Arts degree.

Notre Dame's approach to management excellence is multidisciplinary. Faculty drawn from seven academic disciplines bring the strength of the liberal arts subjects to the needs of today's managers. For example, a philosophy professor teaches managerial analysis and decision-making, using principles of logic as a base; an English professor teaches managerial writing by using literature as well as contemporary business writing to illustrate specific principles. The following disciplines contribute to the content of the program: philosophy, English, psychology, communication arts, mathematics/computer science, economics and management.

CURRICULUM

CENTRAL CORE (36 CREDITS)

PHL507	Managerial Analysis and Decision-Making
PHL521	Philosophical Issues in Managment
ENG503	Managerial Writing I
PSY511	Psychological Concepts for Management
PSY559	Leadership Seminar
COM505	Managerial Communication
COM549	Research and Evaluation
ECO550	Managerial Economics I
BUS501	Administrative Theory and Practice
BUS531	Financial Analysis I
BUS532	Financial Analysis II
BUS552	Computer Information Systems I
BUS599	Proseminar

ELECTIVES (6 CREDITS)

ENG504	Managerial Writing II
ECO551	Managerial Economics II
PSY560	Gender and Ethnicity in Workplace
PSY561	Mental Health in Workplace
BUS553	Computer Information Systems II
BUS554	Women in Management
BUS600	Introduction to Human Resource Management
BUS610	Introduction to Health Care Administration
BUS624	Principles and Practice of Human Resource Development
BUS651	Policy Formulation and Strategic Management
BUS690	Practicum (Required for students with no previous administrative experience)
BUS699	Thesis

ONTARIO ADVANCED AGRICULTURAL LEADERSHIP PROGRAM Pat Mighton
Guelph, Ontario

OBJECTIVES OF THE ADVANCED AGRICULTURAL LEADERSHIP PROGRAM
To increase the participants' awareness of Ontario's agricultural industry in relation to the national and international community. To expand the participants' understanding of the Canadian economic, political, cultural and social system. To broaden the participants' perspectives on the major issues facing society. To increase the participants' abilities to analyze and react to the complex problems facing people, agricultural systems and rural communities.

WHO ARE THE PARTICIPANTS?
Representatives of agri-business, farming, financial institutions, and public agencies in the early stage of their leadership career ranging in age from 25 to 40 years.

WHEN IS THE PROGRAM OFFERED?
A series of ten seminars and two study travel experiences offer seven hundred hours of leadership involvement over a two year period.

WHERE IS THE PROGRAM HELD?
Seminars are held in different centres throughout Ontario to provide exposure to issues of local concern. North American and international locations are chosen for two study travel experiences.

WHAT WERE THE HIGHLIGHTS OF THE FIRST PROGRAM (1985-1987)?
Speakers and activities offered a wide range of experiences such as:

ON BUSINESS & ECONOMICS:
- David Clark, CEO, Campbell Soup Company
- Herb Heimbecker, President, Parrish & Heimbecker
- Donald Shaver, Entrepreneur in Residence, University of Guelph, Canadian Auto Workers

ON GOVERNMENT SYSTEMS:
- Bruce Sinclair, Mayor of Etobicoke
- Hon. John Wise, Minister, Agriculture Canada
- Donald C. MacDonald, Special Advisor, New Democratic Party

ON INTERNATIONAL ISSUES:
- Thomas Niles, U.S. Ambassador to Canada
- Gordon VanVleck, California Resources Agency
- Charles Chadwick, British Council

ON SOCIETAL ISSUES:
- Lunch in a Mexican labour camp
- Sharing ideas with Hutterites in the Pincher Creek Colony
- Discussion of the doctor's strike with an O.M.A. representative
- A visit to a hostel for abused women

Canisius College - Buffalo, NY Thomas E. Miller

LIFELONG LEARNING 383: INTRODUCTION TO LEADERSHIP AND GROUP PROCESS
(Tues. and Thurs. 4:30 - 5:45pm)
Taught by: Drs. Judy Larkin-Psychology Professor, Thomas Miller-Dean of Students, Roy Pipitone-Management Professor

---

RATIONALE. This course is intended for those who currently serve in some leadership capacity on campus, for those who aspire to positions of leadership and for those who wish to learn more about the principles of leadership and their applications. The intended outcomes of the course are to:

a. Help students to understand and apply the principles of leadership.
b. Enable students to identify and develop their leadership abilities and styles and to help them to know how and when to effectively use them.
c. Provide students with an understanding of group dynamics and their applications in the College environment and elsewhere.
d. Give students experiences in areas related to leadership development, helping them to understand the applications of leadership theories and principles.

COURSE OUTLINE.

Week	SUBJECT COVERED	Assignment (in required text)
1	Introduction: Goals, Expectations Organizational Theory How organizations work: Role of leadership in Organization's effectiveness.	Chapter 1
2	Group Process and Roles of Leaders: Leadership Experiences; Leadership Style Evaluation	Chapter 4
3	Interpersonal Management Styles: Your Personal Profile Diagnosing the Environment	Chapter 6
4	Group Effectiveness Goal Setting & Planning/Individual and Group Time Management Effective Communications: Developing Listening Skills (First Paper Due)	Chapter 5 Handouts
5	Barriers to Effective Communication Feedback and Disclosure Exam	pp. 237-247 Handouts
6	Motivation Skills and Techniques Theories of Motivation Motivation Techniques	Chapters 2 & 3

COURSE OUTLINE (Cont'd)

Week	SUBJECT COVERED	ASSIGNMENT (in required text)
7	Supervision Authority, Power, Influence	Chapter 8
8	Leadership Styles and Their Impacts How different styles affect different types of group tasks Assertiveness Principles	Chapter 7
9	Decision-Making (Personal and Group) Decision-making styles and how they work in different settings Task/Process Dichotomy (Second Paper Due)	Handouts
10	Delegation of Authority Effectively Sharing Responsibility Exam	Chapter 9
11	Ethics in Leadership	Chapter 13
12	Communication Skills Public Speaking	Handouts
13	Budget Organization, Design and Analysis	Chapter 12
14	Creativity Usefulness in problem solving, decision making Organizing a Committee for Group Thinking (Third Paper Due)	Handouts
15	Review Exam	Handouts

COURSE REQUIREMENTS

A. Graded Requirements:	% of Final Grade
(1) Exams (3)	60%
(2) Topical papers	30% (10% each, 3 Papers)
(3) Class participation	10%

B. Ungraded Requirement:

Class attendance (more than three absences will result in a lowered grade).

C. Required Text:

Management of Organizational Behavior by Paul Hersey et al.

Wm. F. Bolger Management Academy - Potomac, MD
U. S. Postal Service, 20858-4322

David L. Morton

MANAGERIAL LEADERSHIP #11268-00

Academy Field Director: James G. Howell; Manager, Special Programs Branch: Dr. Thomas Penn; Senior Instructor: John Lawson

This one week course is an integral part of the Management Training and Development System at the Wm. F. Bolger Management Academy, Training and Development Department, U.S. Postal Service. Managerial Leadership focuses on developing specific interpersonal and behavioral skills needed for effective leadership by mid-level managers.

OBJECTIVES: The course permits mid-level managers to develop, in an atmosphere of support and guidance, the leadership knowledge, skills, and abilities needed to achieve maximum commitment and productivity on-the-job. At the successful completion of the course, the managers will accomplish this goal by being able to: Analyze the effectiveness of various leadership styles and demonstrate the ability to match the appropriate leadership style to any given situation; Recognize the difference between effective and dysfunctional group behavior and identify the appropriate course of action to achieve goals; Increase effectiveness in leading his/her work group given organizational dynamics; Incorporate the knowledge and skills acquired in the course into a plan for improved on-the-job performance; Identify and apply methods for improving the performance of individual subordinates.

COURSE OUTLINE:

I. Introduction/Overview
II. Leadership and the Individual
  A. Personal Profile Assessment
  B. Values
  C. Motivation
III. Situational Leadership
  A. Style Assessment
  B. Subordinate Development
  C. Performance Evaluation
IV. Leadership and the Group
  A. Group Formation
  B. Group Development
  C. Conflict Management
V. Leadership and the Organization
  A. Culture
  B. Influence
  C. Networks
  D. Case Study
VI. Goal Setting
  A. Life Goals
  B. Interview
  C. Future Planning
VII. Closing

COURSE DESCRIPTION

To facilitate the learning process, this course was designed with a planned arrangement and flow of six content modules. Module I begins with a discussion of relevent administrative matters and an introduction of instructors and students. The remaining portion of this module sets the tone of the course by addressing USPS corporate goals, USPS training and development, and leadership skills. The student then contrasts leadership skills with management skills and identifies individual roles as USPS managers. By addressing these issues, the mid-level managers should be well prepared to examine personal leadership issues whether dealing with individuals, groups, or the organization.

In Module II, Leadership and the Individual, managers develop an awareness of their personal work behavior as perceived by self and others. Segments of this module will focus on the effect individual values and perceptions have on motivation. In addition, all modules will address issues of power, influence, and working for 'win'win' situations.

During Module III, Situational Leadership, the managers examine a situational leadership model and identify preferred leadership styles. This module focuses on four situational styles and the leader's effectiveness in using the appropriate style in a given situation. Structured experiences, videotapes, and style instruments are used toward this end. Through group exercises and role plays, students then examine effective subordinate development and performance evaluation techniques.

After examining situational leadership, the managers begin an indepth study in the next two modules analyzing factors in the group and organization which affect the leader's effectiveness in accomplishing goals. Behavior in groups is the subject of Module IV. Through an analysis of group dynamics and conflict management, the managers assess the impact of these issues on group behavior. After investigating the individual and group processes affecting leadership effectiveness, the manager considers the impact the organization has on the leader. In Module V cultural influences and networking are studied. This module closes with an extensive case study/simulation designed to integrate individual, group, and organizational considerations. A central theme of this module is on a leader's ability to meet work group goals by balancing the individual needs of employees with the demands of the organization.

In Module VI, the managers complete a goal setting assessment to compare their level of commitment to their degree of success in past efforts. They then incorporate the knowledge, skills, and abilities learned in this course into a plan for improved on-the-job performance.

Northwestern University - Evanston, IL Robert Neuschel
J.L. Kellogg School of Management

NOTES FOR LEADERSHIP COURSE

PURPOSE OF COURSE: To open the minds of students to the importance of leadership in the success of an organization. To stimulate thinking about the anatomy of managing and leading. To become more alert to what constitutes effective leadership--inadequate leadership. To examine critically the apparent characteristics of quality leadership. To give serious thought to the shaping of their own future leadership style and qualities.

STUDENT QUALIFICATIONS: No course requisites. Rather, major prerequisites are: A keen interest in exploring the subject of leadership, a willingness to participate actively in class dialogue and enjoy intellectual wrestling.

COURSE CONTENT: Following are several suggested subject/issues that may be included in the Kellogg course on leadership.

1. LEADERSHIP AND ETHICS: What role should ethics play in leadership? Should there be some set of values and morality on which leadership would be grounded? How would ethics be meaningfully described? Who should determine ethical standards?

2. THE NATURE OF MANAGER'S WORK: What comprises the manager's workload? Is the orientation primarily planning ahead or reactive? What is the nature of inter-relations among peers, subordinates, superiors? What constitutes managerial success?

3. LEADERSHIP AND FOLLOWERSHIP: Leaders are also followers. Everyone reports to some higher leader or authority. What is the relationship between followership and leadership? How does one's role as a follower affect his leadership? What effect does the way a leader in turn follows have on subordinates?

4. LEADERSHIP AND DELEGATION: What are the problems and obstacles to effective delegation of responsibility and decision making? Why is delegation often one of a leader's most difficult tasks and too often done poorly? What are the barriers to achieving responsible delegation? What are the risks and rewards of authority delegation?

5. SELF-MANAGEMENT BY THE LEADER: The leader is the organization's most precious asset thus must manage his time, talents, and emotions superbly; the way the leader manages himself is highly visible and sets an example for his followers.

6. LEADERSHIP AND COMMUNICATION: As Disraeli said, "Men command by word." The leader must have high skills in speaking and writing. The end purpose of which is to be understood and gain a beneficial response. It has been said that leadership is communication in action. However the other half of communication is to first understand. In brief, listen intently to speak more clearly.

7. THE CONCEPT OF THE SERVANT LEADER: As the shepherd watches over and protects his flock so does the leader care for his people. The concept of the servant leader is an attitude and process of management that helps followers grow, gain, experience fulfillment and in the process become capable of producing more. It is a type of leadership under which followers grow as opposed to being "used up." It calls for more unselfishness than selfishness.

8. LEADERSHIP AND STRATEGY: What role does the leader play in setting the long term direction of the organization? What is the need and how does the leader go about the planning and implementation of the organization's strategy?

9. DEVELOPING NEW LEADERSHIP: How does the leader ensure that the organization is developing adequate leadership at all levels? What about the leader's responsibility in succession planning?

10. IMPORTANT CHARACTERISTICS/QUALITIES OF LEADERS: Much has been written about common characteristics of successful leaders such as integrity, trust, fairness, tolerance, pursuit of quality performance, constancy, toughness, good humor, etc. It has also been said by students of management that character and personality are more critical determinants of leadership than sheer intelligence. Does that sound realistic? Other scholars believe that possession of these traits is not necessarily a predictor of effective leadership.

11. EXPLORING STRENGTH AND WEAKNESS WE HAVE OBSERVED IN LEADERS: Students will explore their own background experience to cite illustrations of effective and ineffective leadership. We will also explore together some well known leaders to dissect their leadership performance and styles, the purpose being to extract lessons on leadership that might be of value in shaping our own leadership style and approaches.

12. MANAGERS AND LEADERS: Are they the same? Zaleznik of Harvard believes that they are different. He says "Leaders in contrast with managers were oriented more toward ideas than toward structures and more toward values and vision than to the operating tasks of business." If they are different, what kind of balance should be achieved between being a manager and a leader? Perhaps no one is either one or the other; that in effect we are talking about managerial/leadership. Then does it follow that some tasks require more manager than leader while others may call for more leader than manager?

VISITS: We will call upon two or three outside leaders to join us in a class both to speak and "rap" about leadership.

SUGGESTED BIBLIOGRAPHY FOR FURTHER READING ON THE SUBJECT OF LEADERSHIP
Plato, The Republic; Aristotle's Nichomachean Ethics; The Plague by Albert Camus; Typhoon by Joseph Conrad; Fundamental Principles of the Metaphysics of Morals by Immanuel Kant; Leadership: Where Else Can We Go? by McCall and Lombardo; A Theory of Leadership Effectiveness McGraw-Hill, 1967; The Uncertain Future of the Leadership Concept: An Overview. Paper presented at the Southern Illinois Leadership Conference, Carbondale, Illinois, 1975 Managing: A Contemporary Introduction by Joe Massie and John Douglas; The Nature of Managerial Work by Henry Mintzberg; Decline and Fall of the Auto Industry by Yates; Mind the Store by Stanley Marcus; The Art of Japanese Management by Athos; Leadership by James MacGregor Burns.

Indiana University - South Bend, IN Steven D. Norton

ORGANIZATIONAL BEHAVIOR (E448)

PURPOSE OF COURSE: To prepare students to manage effectively by giving them: --specific behavioral skills in organizational analysis--an understanding of what specific managerial practices lead to organizational excellence.

Problem --To construct a course in effective management so that the course structure supports the topic--Focus on applying material from books--Use real world, not written case studies--Team projects--Accountability to team members--Present a verbal briefing and a written report to a line manager--Use team itself as an example of a work group--Grade work products on the criteria that a boss would use.

RELATIONSHIP TO BUSINESS POLICY COURSE: Policy focuses on content issues, particularly strategic decisions. This course focuses on the process of management.

TEAM PROJECTS: Students will work in three or four person teams. Each team will evaluate the effectiveness of an organization, or compare the effectiveness of two organizations based on the course material and whatever other material on the organization and the industry is felt to be applicable. The organizations can be those in which a team member is employed. The cooperation of a high level official of the organization will be needed. He has deliberately left your charge very general. You must define "effectiveness" yourselves. You should interview the president or other high level officials and obtain whatever other information you want, that the organization is willing to provide. Part of each class period will be available for team meetings.

Each team will make a progress report in class at the middle of the semester. Toward the end of the semester, you will make an Executive Briefing to the president and his consultant, Dr. Norton, who hopes to discredit your task force so that he can do the work himself. After the Executive Briefing, the instructor and the class will provide a critique. You may use the overhead projector.

Executive Briefings will take place during the last four weeks of the semester, and be scheduled at the convenience of the visiting executives.

Each team will submit a written report one week after the Executive Briefing containing your proposal and your response to the comments from the visiting executive, Dr. Norton, and your classmates. Submit three copies, one for the library, one for my files, and one to return to the group. Samples of written reports are available.

INDIVIDUAL PAPERS: Each student will prepare an individual paper on the relationship between a business discipline selected by the student and the work of Peters and Waterman. The primary reference is In Search of Excellence, but the student may refer to The Art of Japanese Management, A Passion For Excellence, or videotapes shown in class.

Peters and Waterman are critical of most business disciplines. You may defend a discipline against their critique or offer support.

KEY EVENTS AND GRADING WEIGHTS: Midterm progress report on Project; Individual Paper 33%; Executive Briefing on Project 33%; Written Report on Project 33%.

GRADING FACTORS FOR WRITTEN PAPERS AND EXECUTIVE BRIEFINGS: Organization--Planned with strong introduction. Clarity of written or verbal presentation--make sense. Acceptability as a business document, including grammar, spelling, typos, etc. Use of visual aids, as needed, in executive briefing. An organization chart should always be included. Soundness of analysis--Degree of insight shown. Quality of research; Specificity and quality of recommendations (for group projects) and conclusions.

GRADING LEVELS: A=Demonstrated unusual insight and other factors. A-= Demonstrated good insight and other factors. B+=No major errors in analysis and other factors. B=Few major errors in analysis and other factors. B-and Below=Many errors in analysis and other factors.

If you have problems with your writing, have another person read your paper out loud to you.

READINGS: Lawrence, Paul R. and Dyer, Davis. Renewing American Industry: Organizing for Efficiency and Innovation. New York: The Free Press, 1983; Peters, Thomas J. and Waterman Jr., Robert H. In Search of Excellence: Lessons from America's Best-run Companies. New York: Harper and Row, 1982; Pascale, Richard, and Athos, Anthony. The Art of Japanese Management: Applications For American Executives. New York: Warner, 1981. (Reference for projects);
Additional reference: Peters, Thomas J. and Austin, Nancy. A Passion For Excellence. New York: Random House, 1985.

Metropolitan State University - St. Paul, MN Tom O'Connell

THEORY SEMINAR ON COMMUNITY LEADERSHIP

SESSION I (9:00-11:00)

Objectives: To explore our own assumptions about leaders and leadership; to become acquainted with some common models of leadership - both contemporary and historical; to present and discuss the public leadership model that will be used in this seminar.

Activities:

Small Group Introductions: Who we are, where we are from, our hopes and fears for the seminar; brief stories about our own involvement as leaders. (25 minutes).

Small Group Exercise: Briefly describe someone you know (or know about) who is a leader; briefly describe your own idea of leadership. (25 minutes).

Chalk Talk: Toward a Theory of Community Leadership: A lecture on community leadership that will include: (1) a brief historical sketch (2) the growth of modern "leadership consulting" (3) the personality of leadership (4) the theory of James MacGregor Burns, and (5) leadership and empowerment.

Group Discussion: Reactions to presentation and articles. The group will have received approximately 50 pages of reading materials prior to the session.

The Meyers Briggs: Each participant will take the Meyers Briggs. The test will be scored and used for discussion at the Saturday session.

Assignments for Saturday session:
- Read brief selections from Hagberg and Janeway
- Read "I Had a Dream" by Martin Luther King
- Bring a "Sacred text" to the session

SESSION II (11:00-12:00)

Objectives: To develop a general understanding of the relationship between personality traits and leadership styles - as measured by the Meyers Briggs; to develop an individual understanding of one's own personality traits as they relate to leadership; to discuss ways in which individuals can use this personal awareness to grow as leaders.

Activities:

A qualified practitioner will provide the theoretical background for the Meyers-Briggs, and assist the group in interpreting the instrument. (50 minutes)

Small Group Discussion: With the assistance of the presenter, the group(s) will share their results and discuss ways in which this information can be used in specific leadership situations. (50 minutes)

Objectives: To introduce the importance of ethical mission to our concept of leadership; to reflect on and share the values and mission we bring as individuals to the task of leadership.

Activities:
Chalk Talk: The Ethical Dimensions of Leadership: Contrasting the "transformative" leaders like Martin Luther King to "power leaders" like Henry Kissinger. Exploring ways that this tension comes up in "real life" leadership situations. (20 minutes)

Small Group Discussion: Sharing the "sacred texts" (30 minutes).

SESSION III (1:00-4:00)
Objectives: To develop an understanding of the organizational contexts in which leadership takes place; to consider, apply and discuss the "diamond model" (mission/power/structure/resource) as a tool for analyzing organizational issues.

Activities:
Chalk Talk and Discussion - The Diamond Model: (50 minutes)
Role Play Simulation: An organizational problem will be given to the group to work out. Participants will be given specific roles to play in the organization. (60 minutes)
Discussion of Role Play

SESSION IV (4:10-5:00)
Objectives: To reflect on the "lessons learned" from the theory seminar; to evaluate the seminar and make suggestions for improvement; to discuss final evaluation assignment for seminar participants.

Activities:
Small Group Discussion: What did I learn? How can I apply these lessons to my future work as a leader? How can the seminar be improved? (30 minutes)
Final Remarks and Benediction - assignment of take home essay evaluation; essay assignment (suggested length five to eight pages, typed double space).

Write an essay on the theory and practice of leadership. Be sure to address the following questions: (1) How do you define leadership?; (2) What are some comparative models of leadership - and how do you evaluate them?; (3) What personal characteristics do you bring to the leadership task?; (4) What practical applications can you make to the real world of community leadership?

Pace University - Pleasantville, NY Grace Lamacchia Paris

LEADERSHIP DEVELOPMENT PROGRAM

UPPER-DIVISION, CO-CURRICULAR PROGRAM

Pace University has received funding for an innovative and exciting program, the LEADERSHIP DEVELOPMENT PROGRAM. It is a two-year, upper-division program that is co-curricular and is open to twenty Pace University students who currently are sophomores. All qualified sophomore students from the three campus centers as well as from all divisions and departments, including those already in special programs, are encouraged to apply. Program activities begin in the Fall semester. While in the program, students must maintain full-time matriculated status in their regular courses of study. All expenses associated with the Leadership Development Program will be borne by the University.

ENRICHMENT PROGRAM PROVIDING OPPORTUNITIES FOR BROADENING AND GROWTH

The Leadership Development Program is an enrichment program designed to build self-confidence and develop some ideal leadership skills and attitudes applicable to various spheres of activity including community, business, and education. It is not an Honors Program.

This program will provide students who have demonstrated leadership potential with a variety of opportunities for broadening and growth. Activities will include cultural enrichment experiences; academic work in written and oral communication; development of interpersonal skills; interdisciplinary seminars; workshops; simulations, meetings with recognized leaders from various fields; mentor relationships; and formal retreats. When possible and with the guidance of the Program Director, students will fulfill elective degree requirements by choosing courses which are supportive of the nature of the program.

PROGRAM ACTIVITIES AND COMMITMENT

Students will be required to devote one day a week during junior year and one afternoon per month during senior year to the program activities. In addition, a cooperative education project either during senior year or the preceding summer will be designed for each student. Although the various activities are scheduled for weekdays, occasionally some evenings or a weekend will be utilized. All applicants, therefore, in addition to leadership potential will be expected to demonstrate a high level of program commitment.

APPLICATION REQUIREMENTS

1. Junior-Class status by the start of the program.
2. Academic Achievement.
3. Full-time matriculated status.
4. Completion of Application Form.
5. Completion of Financial Aid Form.
6. Submission of transcript of student record (Student Copy).
7. Submission of an essay about 500 words in length outlining personal and professional goals and explaining any participation or involvement in university and/or community activities (see Application Form).
8. Submission of letter(s) of recommendation - academic or professional, testifying to leadership potential.

9. Demonstration of leadership potential, some indicators being intellectual ability; effective communication skills; assertiveness and confidence; ability to influence people and events; high energy level; and honesty and integrity.

10. Interview(s)

APPLICATION PROCEDURE

Application packets are available in the Office of the Academic Dean in every school as well as in the Office of the Dean of Students on every campus. Except for letters of recommendation which should be mailed by references, all application materials should be sent in one envelope to the Program Director. An applicant who satisfactorily meets the first nine application requirements will be invited to one or more interviews with members of the Selection Committee. After review of the application materials, the Selection Committee will notify the applicant of acceptance or rejection by April 20th. Please note that admission to the program is not automatically insured by meeting the first nine requirements; since only a limited number of students can be accepted into the program each year, applications will be processed competitively. Submission date for all application materials is March.

Texas A&M University - College Station, TX
Department of Student Activities

Jan Paterson

LEADERSHIP DEVELOPMENT

The Leadership Development programs sponsored by the Department of Student Activities provide students with opportunities to develop skills and abilities while providing the University and student organizations with potentially more effective and efficient leaders. Through a variety of seminars and workshops, student leaders and potential leaders can develop leadership and communications skills; interact with other leaders and administrators; develop an awareness of available campus resources; and become involved in extracurricular and curricular activities that enhance student development.

MANAGEMENT OF STUDENT ORGANIZATIONS 481 (taught weekly by Jan Paterson)

Is designed to provide an overall picture of operation of a student organization. It is a basic skills course and is designed for individuals in newly achieved leadership positions, or those interested in seeking leadership positions. Its objectives are to develop a cohesive and support relationship between the members of the class, and gain functional knowledge of the various activities involved in successfully leading a student group.

ADMINISTRATIVE SEMINAR (taught by Dr. Carolyn Adair)

Is designed to inform students who are elected or selected to high level leadership positions, about the upper level administration of the University, and provide an opportunity to meet those who manage the different divisions and major University departments with whom they may interact. This program acts as a general introduction of students to administrators and vice versa and the duties of each. Seminar includes 25-30 student leaders.

Topics include talks from University Administrators, President, the five Vice Presidents, Athletic Director, University lawyers, and other key administrators having a major impact on the University. The seminar meets once a week for 1 1/2 hours. Administrators are asked to describe their job, what they like and dislike about this position and field questions.

MINORITY STUDENT LEADERSHIP CLASS (taught by Kevin R. Carreathers)

Will provide an opportunity for students: to learn how to function effectively in majority settings; to mainstream and network into the university system; and to become aware of the various leadership styles of national minority leaders and their impact on American society.

This class will look at the achievement of past and present minority leaders. We also look at how the minority college student today can make an impact on the various activities and events which take place in today's society.

This is a 15 week class. There will be two exams including the final which is comprehensive. A special project is required. Because the class meets only once a week, attendance is very important. Three absences will automatically drop your grade one letter; four absences, two letters; five absences, three letters; and six absences, four letters. Class participation is strongly encouraged.

LEADERSHIP ETHICS IN ORGANIZATIONS 481 (taught by Todd Ousley)

Is designed to provide students with opportunities to consider the ethical dimension of decision-making in organizations primarily through active participation in discussion of real and hypothetical moral dilemmas. Upon completion of this course the student will be able to: identify the ethical components of a dilemma; discuss the ethical issues emerging from a dilemma; make and justify a decision; state a clear and consistent personal system of ethics to guide individual decision-making.

Learning in this course takes place primarily through the students' active involvement in class discussion. With the exception of short introductory lectures and occasional guest speakers, the class will consist almost entirely of discussion. Role playing will also be incorporated when appropriate. In role playing, students are asked to play the roles of individuals in ethical dilemmas.

Attendance and Participation

It is your responsibility to attend class. Because learning takes place as a result of active participation in discussion, attendance in this course is more important than in lecture courses where one can catch up by copying notes. In order to participate effectively, students are expected to be prepared for class by having read and thoroughly considered class assignments. Evaluation: Attendance 15%; Class preparation and active productive participation 65%; Paper 20%.

Paper

(5 to 15 pgs. typed, double-spaced) - entitled "Ethical Decision-Making: A Personal View". The paper is an important learning activity for you. You should be thinking about it from the beginning of the semester and as the class progresses. As ideas occur to you throughout the semester write them down. You are also encouraged to discuss your ideas with classmates and the teacher. The goal of the paper is for you to develop a model, your ideal system, for making difficult value-laden decisions. The model should (1) be described clearly, (2) relate to specific situations and, (3) apply to practical decision-making dilemmas. You need to include in the paper at least one really difficult decision you have faced and explain how your system would help you decide the appropriate action to take and why. You may also use cases discussed in the course. Be sure to justify your decision in terms of your system and its guidelines. Library resources may assist you, but are not required. The purpose of the paper is to give you an opportunity to apply the ideas discussed in class and to provide you with feedback on the decision model you develop.

Topics

The content and organization of the seminar will emphasize practical application. Realistic cases and relevant guest speakers will address the following topics: Anxiety in Decision-Making, Stress; Defining Issues Test; Exploitation; Success vs. Values; The Little Things..(is it okay to); Ethics/Law-How They Relate; Do You Have Principles?; Prejudice (work-related issues); Job Recruiting, What's Fair?

Registration

Fall and Spring semesters. Students interested should register/add "Leadership Ethics in Organizations" Mgmt. 481 to their schedules. The course meets 1 1/2 hrs. each week for one credit hour. It is listed within the College of Business, Management Department.

EMERGING LEADERS SEMINAR

Prepares incoming freshmen for decision-making necessary to leadership positions they may occupy in future years. Participants will learn about Texas A&M as an institution of higher education. Topics include discussions about the University-past, present and future; wellness; career planning; how to interview; student activities; leadership skills; and goal setting. Participants meet in an informal setting and have ample opportunity for social interaction with other participants, student leaders and faculty/staff/administrators. Participants, once nominated by their academic dean, complete an application, and are selected based upon past experiences and potential for future leadership roles.

SPEAKERS SEMINAR (taught by Dr. Carolyn Adair)

Is designed to train student leaders to speak to groups about the University and student life. Students meet for 1 1/2 hrs. a week for one semester in sessions dealing with mechanics of good speaking, preparing a speech, use of audio/visual materials, good speaker conduct and a wide variety of subjects relating to the institution. Students are videotaped and critiqued on their speeches. This seminar carries one hour academic credit and students then become members of a speakers bureau with scheduled engagements.

ORGANIZATIONS WORKSHOP

Encourages students of recognized student organizations to become informed leaders and learn the policies and procedures for effectively maintaining an organization; increase their personal and organizational skills; and promote their interaction among their student leaders. The workshop is directed to officer training and organizational skills related to each leadership position. Anyone who is an officer or leader in a student organization is welcome to participate in the workshops. Advisors are encouraged to attend.

EXSL-Int (Experience for Student Leaders-International)

Is a program designed to broaden horizons, expose student leaders to culture and encourage thinking beyond the borders of this country to a more international setting. Through this program students travel to a site in

Northern Italy to enjoy history and art and explore a different system of education, politics, language and a different philosophy of life. Meeting people, handling currency, visiting businesses, schools and using transportation and communication services is an important part of this experience. (Noncredit)

WOMEN'S LEADERSHIP PROGRAMS

Provide women students the opportunity to learn about themselves; expand their skills; interact with other women students and staff; and be exposed to a variety of ideas and experiences through support groups, campus workshops, and off campus seminars. The off-campus seminars and workshops allow women an opportunity to meet women leaders in a variety of professions. Workshops are held on subjects such as health, family and career, dress for success and nontraditional careers. Any person interested in learning about or promoting women's issues and potential is welcome to participate in these activities. Costs for seminars and workshops will vary. Activities will occur regularly and advanced publicity will notify you of the dates. Any particular topic of interest can be a potential program and we would be very happy to hear your suggestions.

LEADERSHIP FOR THE STUDENT ATHLETE

Is a 1 hr. credited seminar, designed to aid freshman student athletes in; effective learning and study strategies, study scheduling, adjustment to campus life and use of campus facilities. Emphasis will be on practical application of theoretical concepts, with the instructor and guest speakers addressing such topics as: communication, time management, study skills, team building, ethics in decision making, campus opportunities, wellness and social skills, stress, conflict and media management and leadership development. While the seminar is intended for freshmen student athletes, it is open to all students with approval of the instructor. The class will meet for one hour each week. Anyone interested in the course should register for PE489. The course will be offered during fall and spring semesters for 1 hr. credit.

Duke University - Durham, NC

Bruce L. Payne
John G. Ott

THE LEADERSHIP PROGRAM AT DUKE

COURSES

The Leadership Program is part of the Institute of Policy Sciences and Public Affairs, an undergraduate major at Duke. Students who take courses as part of the program receive Public Policy credit. About one-half of the seventy two students who enrolled in the introductory course last semester were Policy majors; the other thirty five or so came from almost every other department in the University, from Engineering to Art History.

The introductory course, "Leadership, Policy, and Change," focuses on the lives and experiences of significant leaders, better ones and worse. The syllabus includes the stories of Saul and King David from the Old Testament; two of the Platonic dialogues; Sophocles' story of Antigone; and readings from a variety of other disciplines, including psychology, history, literature, and the best of the corporate management and leadership material. We also use selected biographies, including Erikson's biography of Gandhi, Oates biography of King, and Caro's biography of Robert Moses. We ask questions about what leaders and followers do, how they succeed and fail. We emphasize ethics; we probe individuals' dilemmas of competing responsibilities--to themselves, their families, their values and vision; and we pursue larger questions of conflicting values and conceptions of leadership in a democratic society.

In addition to the twice-a-week large group meetings, the class also meets weekly in small group discussion sections. Each of the six sections has about twelve students. During this time, students have an opportunity to pursue the class readings in more detail.

The small group sections also explore issues of group process. We began the first semester, for example, with the now infamous tinker-toy exercise. For this exercise each small group section was divided up into two groups of roughly the same size--about six students each. The groups were given two boxes of tinker toys and told they had thirty minutes to plan how to build the highest tinker toy tower possible. At the end of the thirty minutes, they then had two minutes to build the tower they had planned. When the two minutes had passed--and the towers had stood or fallen--the section leaders led a conversation exploring what happened in each group. A myriad of issues surfaced from this exercise--issues of risk (every tower that stood could have supported at least one more tinker toy stick), of the roles that various individuals played in the group, of interactions between men and women in the groups, and so forth.

A tutorial is offered to the teaching assistants, who include the section leaders and a few others involved in planning the course, or preparing for speakers, or helping to design and evaluate projects. All of these students will have taken the leadership course in a previous year. The tutorial will meet weekly (over breakfast) for discussions of problems and issues in the program, and students in it will also be expected to complete an individually designed program of readings and papers.

Students who continue in the program may organize house courses and independent studies to prepare them for their internships and leadership projects. Professor Ott also teaches a seminar, "Leadership and Judgment," that explores particular questions about leadership, questions about power and community and empathy. In addition to the weekly meetings, students involve themselves in leadership projects either in Durham or the Duke community, and participate in several experiential exercises during the semester.

LEADERSHIP PROJECTS

A fundamental tenet of the Duke program is that leadership requires an active process of action and reflection. While the readings provide one framework for reflection, the leadership projects provide one opportunity for action. Students enrolled in program courses are expected to identify a situation requiring leadership, and to play some role in providing it. This does not mean that every student must lead a project. Some of the best leadership projects require students to be followers. But even in those projects, the student must have a relationship with a leader, and be in a position to evaluate that leader's performance. As part of their leadership project, students this year were required to meet with a "project advisor" at least twice during the semester, for an hour each session. During these meetings, the student and the advisor explored particular strategic questions about the project: how to increase attendance at meetings, for example, or how to develop a more effective fundraising plan, or what to do when a meeting ends in "disaster." Many of these conversations also explored more personal questions about talents and fears, strengths and weaknesses.

INTERNSHIPS*

The staff encourages students to work during the summer as interns for people who are leaders, and in situations where their own skills and abilities might be well tested. In order to make these possible, the staff identifies individuals in business, government, non-profit international organizations, etc. We are particularly eager for students to work with decision-makers who are intensely involved in some of the more intractable problems of our society and world.

We do not ordinarily provide internships for participants in the leadership program, except when they seem appropriate rewards for excellent work, or when especially good opportunities come to us unsought. Indeed, it is our expectation that students will ordinarily exert considerable initiative in developing these internship possibilities.

Each spring the staff will identify between 10 and 20 seniors whose activities, projects, and class work connected with the leadership program seem to us outstanding. For each of them, we will arrange short, intensive internships working directly with a corporate chief executive, a governor, or some other person in a major and demanding leadership position.

---

*Detailed information "Interns in Conscience" can be obtained by writing Bruce L. Payne at Duke University.

VISITORS AND SPEAKERS

Every semester the Leadership Program sponsors numerous visitors to the campus. Some give public addresses, others speak to classes or to a faculty group. Almost every speaker spends time in a seminar setting with students in the Leadership Program.

Most visitors from the corporate world, or journalism, or government, or the professions, or the non-profit sector, are asked to spend a day. A typical schedule includes two sessions of an hour or more with discussion sections (each a group of fifteen or fewer students), lunch with interested faculty, and two more sessions with the other discussion sections in the afternoon. This might be followed by an informal session with the tutorial, or by a reception or dinner. Or it might be reasonable for the visitor to join the tutorial group for an early breakfast before leaving the next day.

A few students are asked to do some careful preparatory research. Who is this person? What has this person done, or said, or written? With what controversial or significant decisions has this person been connected? Who would be the people in Durham or in the Duke community interested in knowing this person is in town? Students meeting with the visitors will be given at least some of the resulting background material.

ASSOCIATES

A smaller number of knowledgeable people with an interest in leadership may be willing friends and will serve as advisors to individual students and to small groups about the projects and plans in which they are involved. As associates of the program, these people are encouraged to get together for discussions once in a while at Duke. A few of them, especially retired executives and journalists working on extended projects, might in addition be willing to come to the campus for periods as long as a month, or even a semester.

ADVISING AND EVALUATION

One of the most important things we can do for potential leaders is to talk with them about their strengths and weaknesses, their doubts, and their hopes. The director will do what he can to provide this for students in the program, but that obviously cannot be all that is needed. So we will be looking to the associates for help, and to the affiliated faculty and teaching assistants.

In order to make the process more systematic and more helpful to the students, a file is maintained on each student who enters the program. It includes academic records, evaluations of course work and independent projects in the leadership program, questionnaires about individual student interests, and other information that may be helpful in advising. With the permission of a student, we make non-confidential portions of the file available to outside advisors associated with the program.

One reason for taking this kind of care should be evident--writing recommendations for graduate study and for employment will be a major responsibility for the program staff. It may also be worth noting that for some students, the possibility of such a recommendation will serve as an incentive to work wholeheartedly in a variety of activities connected with the program.

RELATED COURSES AND EXPERIENCES

Several members of the Duke faculty are teaching courses of considerable relevance to the program--in political science, the ROTC program, public speaking, history, and psychology. These courses are recommended to the leadership program's students, and when they are taken, evaluations of students' work are requested for inclusion in their files.

Each student is also advised to take part in an experience of the sort provided by Outward Bound. Frank McNutt, a member of Duke's student affairs staff with much experience in these areas, is a regular advisor to the program.

A FACULTY SEMINAR

Some Duke faculty members have already expressed an interest in these plans, and they should be kept abreast of what is going on. During 1986-1987, a series of seminars (possibly dinner meetings) for these colleagues will be given. Academics and others working in the field of leadership studies will be invited to talk about their work, and to discuss with the faculty what has been learned by scholars about aspects of leadership in recent years. Interested colleagues will be faculty associates of the program, and will be invited to other activities on a regular basis in future years.

RESEARCH

The program will encourage faculty and student research on a variety of questions involving leadership, but especially about ethical problems of leaders, leadership in policy-making, the connections between biography and leadership studies, and leadership in American philanthropy. Small amounts of assistance for such research may be available.

STAFF

Bruce Payne, a Lecturer in Public Policy Studies, is the Director of the Leadership Program. A recipient of the Alumni Distinguished Undergraduate Teaching Award, Payne is responsible for courses in ethics and policy-making and in public policy and the arts.

John Ott is the Associate Director of the Program, and an Instructor in Public Policy Studies.

STRUCTURE

The director of the program will be appointed by the President of the University. The director will ordinarily have a three-year contract, with no limit on the number of times of reappointment. The associate director is appointed by the director with a two-year contract, with no limit on the number of times of reappointment.

Institute of Policy Sciences and Public Affairs

Bruce L. Payne
John G. Ott

PPS 145: LEADERSHIP, POLICY, AND CHANGE
Instructors: Bruce L. Payne and John G. Ott
Office Hours: Posted

REQUIRED READING: Keeping up with the reading is essential. Be prepared to discuss the readings on the first day for which they have been assigned. Don't be misled if discussion in class lags behind the assignments. You can expect it to catch up with them fairly quickly. Items marked (*) should be purchased. The rest are on reserve in Perkins Library, except for a few which will be passed out in class. Classes meet twice a week.

WEEK 1: Introduction to the program; details of the course.
I & II Samuel, I Kings, chapters 1-11. (The Oxford Annotated Bible, Revised Standard Version, has useful notes and introductions, and so do other recent editions.)

WEEK 2: Finish I & II Samuel, I Kings, chapters 1-11.
*Sophocles, Antigone in The Complete Greek Tragedies: Sophocles I edited by David Grene and Richmond Lattimore.

WEEK 3: Finish Antigone.
*Erikson, Erik H. Gandhi's Truth: On the Origins of Militant Nonviolence (selections). Some supporting materials will be handed out in class.

WEEK 4: Continue Erikson, Erik H. Gandhi's Truth.

WEEK 5: *Oates, Stephen. Let the Trumpet Sound: The Life of Martin Luther King, Jr.

WEEK 6: *Caro, Robert. The Power Broker: Robert Moses and the Fall of New York (selections).

WEEK 7: *Burns, James MacGregor. Roosevelt: The Lion and the Fox

WEEK 8: Fall Break - Then Quiz
*Machiavelli, Niccolo. The Prince (selections) in The Portable Machiavelli

WEEK 9: Gilligan, Carol. In a Different Voice (selections). Hooks, Bell. Feminist Theory: From Margin to Center (selections). *Reddick and Daniels, eds. Working It Out (selections).

WEEK 10: Goodwyn, Lawrence. "Organizing Democracy: The Limits of Theory and Practice", democracy, Vol. 1, No. 1, January 1981, pp. 41-60. Ott, John. "What it is I Think I Do: A Conversation about Organizing", draft, summer 1985; "Organizing for Family and Congregation", pamphlet published by the Industrial Areas Foundation.

WEEK 11: Bennis, Warren and Burt Nanus. Leaders.

WEEK 12: *Bolt, Robert A Man For All Seasons; *Ibsen, Henrik An Enemy of the People.

WEEK 13: Failure: Readings to be announced. THANKSGIVING BREAK

WEEK 14: *Neihardt, John G. Black Elk Speaks.

WEEK 15: O'Connor, Flannery. "The Lame Shall Enter First" and "The Artificial Nigger" in The Complete Stories, pp. 445-482 and 249-270. Due: One page reflection paper. Borges, Jorge Luis. "Undr".

ASSIGNMENTS AND EXAMINATIONS

Quizzes: There will be a short exam, usually a single essay, at the beginning of class each Tuesday. Some exceptions are noted. Quiz questions will usually come from the list of study questions for the week's reading. We will drop each student's lowest quiz grade, including a zero.

Final Projects: Each student will be asked to choose a different biography of a significant leader, and to prepare an annotated list of the reviews and discussions of that biography that are available. In addition to this annotated bibliography, students will write a final essay, about ten typed and double-spaced pages in length. In it, we ask you to discuss your leadership biography in relation to PPS 145. You will be expected to compare your subject to others studied in the course, and to consider what that biography has to offer as a text in leadership. The annotated bibliography and the final essay are due at the date and time scheduled for the final exam. A more lengthy memo discussing the details of this project will be handed out during the early part of the semester.

LEADERSHIP PROJECTS: Each student is expected to spend 8-10 hours/week working in a leadership project. These projects may come from a list of projects compiled by the program staff, or on the basis of your own ideas and investigations. A description of the organization or program with which you will be working, and of your planned contribution, is due Week 3 in discussion sections. A member of the Leadership Program staff will periodically be available to meet with you about your work. Self-evaluations and evaluations by your project advisor and sponsor will be prepared before the end of the semester. The list of staff-recruited projects, along with a memo outlining the details of this part of the course, will be handed out on the first day of class.

DISCUSSION SECTIONS: During the first week of the semester, you will sign up for a discussion section for deeper consideration of aspects of the assigned reading not adequately probed in class. They will be group experiential exercises and peer counseling about leadership projects. Student participation is expected.

VISITORS: Several times during the semester, you will have the chance to join with visiting leaders, journalists, and scholars in seminar discussions. Some preparation--usually reading about forty pages of material--will be required for participation in these discussions.

GRADING: Your course grade will be based on the following relative weights: weekly quizzes 40%; leadership project 30%; participation in discussion sections 15%; final project 15%.

FEES: Each student enrolled in PPS 145 must pay a $10 xeroxing fee to help defray some of the xeroxing costs for the course.

Institute of Policy Sciences and Public Affairs

Bruce L. Payne
John G. Ott

PPS 146S: LEADERSHIP AND JUDGMENT
Instructor: John G. Ott

REQUIRED READING: Items marked (*) to be purchased; rest will be handed out in class.

SESSION 1: Introductions; Setting the Agenda

SESSION 2: Getting out of our heads. *L'Engle, Madeleine, A Wind in the Door. Exercise: The Wall--Date and time to be announced.

SESSION 3: What it is we think we do; Lopez, Jerry, "Lay Lawyering". Due: Descriptions of the Leadership Projects.

SESSION 3: Seeing, Part I. Culler, J., On Deconstruction: Theory and Criticism after Structuralism, "Reading as a Woman." Griffin, Susan, The Way of All Ideology. (excerpts); Fish, B., "Normal Circumstances, Literal Language, Direct Speech Acts, the Ordinary, the Everyday, the Obvious, What goes without Saying, and Other Special Cases."

SESSION 4: Seeing, Part II; Lears, T.J. Jackson, "The Concept of Cultural Hegemony: Problems and Possibilities," The American Historical Review, June 1985; Elias, N. The History of Manners, "The Civilizing Process."

SESSION 5: Experiences of Hierarchy; Kennedy, Duncan. Legal Education and the Reproduction of Hierarchy. (excerpts). Giroux, Henry A., "Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis." Optional: Marglin, "What do Bosses Do? The Origins and Functions of Hierarchy in Capitalist Production." Rev. Rad. Pol. Econ. (Summer 1974).

SESSION 6: Power--Conceptions and Questions: Elshtain, Jean Bethke, "Feminist Discourse and Its Discontents: Language, Meaning and Power." Erikson, Erik, Gandhi's Truth, p. 308. Foucault, Michel, "The Subject and Power." Forche, Carolyn. "The Colonel," from The Country Between Us. Goodwyn, Lawrence. The Populist Moment, pp. 320-342. Ott, John, "What It is I Think I Do: A Conversation About Organizing," pp. 64-75. Sennett, Richard and Jonathan Cobb, The Hidden Injuries Of Class, pp. 263-271.

SESSION 7: Failing. Hilfiker, David, "Making Medical Mistakes", Harpers, May, 1984 Peck, Scott, The Road Less Traveled, pp. 289-297. Due: Five (5) page paper on how power works in this class.

SESSION 8: Empathy, Part I. Rosaldo, Renato, "Grief and a Headhunters Rage: On the Cultural Force of the Emotions." "A Rape," from "Breaking Silence: One Woman's Account of Rape", in IRIS, A Journal About Women, No., 13. Reprinted in Harpers, February, 1986, pp. 27-31. Havemann, Ernst, "The Bloodsong," The Atlantic Monthly, February, 1986, pp. 56-61. Goldberg, Lee, "They Stole Our Childhood," Newsweek On Campus, February, 1983?? Stack, Carol, All Our Kin, pp. 108-117. Noddings, N. Caring, "The Toughness of Caring", pp. 98-103. Due: Final Project Proposal.

SESSION 9: Empathy, Part II. Gerzon, Mark, A Choice of Heroes. Lasch, Christopher, The Minimal Self, pp. 15-20, 244-259.

SESSION 10: The Fundamental Contradiction: Michelman, Frank. "Justification (and Justifiability) of Law in a Contradictory World." Walker, Alice. The Color Purple. Exercise: The Ropes Course (Date and time to be announced).

SESSION 11: Community--In concept and concrete. Charriere, Henry, Papillon, pp. 250-271. Cowan, Paul, The Tribes of America, pp. 212-227. McWilliams, Carey, The Idea of Fraternity in America, University of California Press, 1973, pp. 1-8, 18-24, 407-413. Murnion, Rev. Philip, "The Complex Task of the Parish." Ott, John, "What it is I Think I Do: A Conversation about Organizing," pp. 75-80.

SESSION 12: One vision *Castaneda, Carlos, Journey to Ixtlan.

SESSION 13: Final Projects Due

SESSION 14: Last Class

LEADERSHIP PROJECTS: Each student is required to participate in a substantial leadership project in the Durham community, or, in some cases, on the Duke campus. The instructor must approve all projects. A description of the project, and your role in it, is due at the beginning of Session 3.

The instructor will meet periodically throughout the semester with students to discuss their projects. Additionally, students will meet in small groups to solicit advice and counsel from each other about dilemmas they are confronting in their work. Project supervisors will prepare evaluations of the students before the end of the semester. Students will prepare self-evaluations as part of their final project. (see below)

CLASS DISCUSSION: A substantial percentage of each student's course grade will depend upon his or her class participation. In addition to preparing the weekly readings, each student will be required to work with the instructor to plan one week's discussion.

FINAL PROJECT

Each student will prepare a substantial final project that will be due Session 13. In these projects, you will be asked first to integrate your experiences in your leadership project with some of the ideas and concepts developed in class discussions. Second, you will be asked to evaluate your performance within your leadership project. Finally, you will be asked to evaluate your overall performance in the class, including the first part of this final project. Proposals for the first part of this project are due during Session 8.

GRADING: Your course grade will reflect the following relative weights: class participation 40%; leadership project 25%; "power paper" 10%; final project 25%.

University of North Carolina - Asheville, NC M. L. Petty

PSY 172 SYLLABUS

SESSIONS (meeting weekly)
1. Introduction. 2. MBTI Assessment. 3. Individual & Group Dynamics. 4. David Smith, Guest Speaker, "Coping With Stress", Paper Due. 5. The Psychology of Leadership, Ann Weber. Video; Book Title Due. 6. Values Clarification. 7. "Self-Esteem", Carolyn Briggs, Guest Speaker. 8. The Nature of Leadership, Tim Hollingsworth. Video. 9. Personal & Professional Goal Setting. 10. The Art of Communication. L.E.T. Book Read. 11. "Conflict Resolution", Ellie Kincade, Guest Speaker. 12. Leadership-Styles and Substance, Book Review Due. 13. The Sociology of Leadership, Phyllis Betts. Video. 14. No Class - Groups Meet on Your Own. 15. Group #1 (Paper Due). 16. Group #2 (Paper Due). 17. Group #3 (Paper Due)

GRADING SYSTEM: There are 100 possible points. Each project has an assigned number-evaluated on the basis of quality and promptness. A=100-90 pts.; B=89-80 pts.; C=79-70 pts.; D=69-60 pts.; F=59-0 pts.(Shame, Shame!)

REQUIREMENTS:
1. Class Attendance and Participation encouraged and expected (10 pts.). Lose 2 points per unexcused absence. 2. Assessment paper-a brief (3 typed pages) reaction paper on the assessment given in class. (20 pts.) Using a) Description of your type. b) Your reaction to results of assessment. How does your type affect your leadership style? Strengths? Weaknesses? c) How will you use this information in your leadership positions, present and future? 3. Book Review (25 Pts.): Review a book from the bibliography or one of your choice, approved by instructor. 4. Group project and process paper (45 pts.) 5. Due Dates: Sept.-Assessment Paper, Book Review Title. Oct.-L.E.T. Book Read; Nov.-Book Review. Process paper on groups due week following presentation.

PSY 172 GROUP PROJECT

GRADING: 45 pts. as follows: a) 20 pts.-process paper; b) 20 pts.-group presentation, (each group member graded separately on basis of delivery and content of material presented); c) 5 pts.-each group member will grade other members in their group giving them 0-5 points. This grade is based on group participation.

An average of the group members assigned grades will constitute grade.

Small groups will present a one hour leadership training session to our class. Group topics and any movies used must be approved by instructor. Groups formed randomly; the size based on size of class.

TOPICS: Approved by instructor. Examples, but do not limit yourself to these. Be creative! (Relaxation/Stress Management, Self-Awareness/Sensitivity, Group Dynamics, Motivation, Leadership, Communication.

You will have class time to organize your group. Most group work, however, will be as you arrange it outside of class. Be efficient, incorporate any group effectiveness techniques that you know of. Make an ideal group. Each group member must participate fully with a visible role during the presentation.

WRITE-UP: Observe the group's process from beginning to end. A short paper (5-8 typed pages) on your group's dynamics is due the week after your project date to include: how was your group formed?; who were leaders and how were they determined?; how were duties determined?; how well did each group member perform?; how well did the group members work together?; in what ways and why was your group efficient/inefficient?; how could it have been more efficient before and during the presentation?; in what ways was the group project helpful to your learning?; what states did your group go through?; illustrate the dynamics of your group.

BIBLIOGRAPHY

Argyris, Chris. Increasing Leadership Effectiveness. N.Y.: Wiley, 1976; Bennis, Warren G. The Unconscious Conspiracy: Why Leaders Can't Lead. N.Y. AMACOM, 1976; Berne, Eric. The Structure and Dynamics of Organizations and Groups. Philadelphia. Lippincott, 1963; Bradford, Leland P. Making Meetings Work: A Guide for Leaders and Group Members. LaJolla, CA.: University Associates, 1976; Burns, David D. Feeling Good: The New Mood Therapy. N.Y.: New American Library, 1980; Gordon, Thomas. Group-center Leadership, a way of Releasing the Creative Power of Groups. Boston: Houghton-Mifflin, 1955; Gordon, Thomas. The No-Lose Way to Release the Productive Potential of People. N.Y.: Weyden Books, 1977; Harrigan, Betty L. Games Mother Never Taught You: Corporate Gamesmanship for Women. N.Y.: Rowson Associates, 1977; Lakein, Alan. How to Get Control of Your Time and Your Life. N.Y.: The New American Library, 1973; Lawson, John Griffin, L; Donant, F. Leadership is Everybody's Business. San Luis Obispo, CA.: Impact Publishers, 1976; Maltz, Maxwell. The Magic of Self-Image Psychology. N.Y.: Pocket Books, 1964; Smith, Manuel. When I Say No I Feel Guilty. N.Y.: Bantam Books, Inc., 1975; In Search of Excellence; Dress For Success; The Power of Positive Thinking; The One Minute Manager; Megatrends; Iacocca; Leaders; Theory 2; How to Win Friends and Influence People.

FALL LEADERSHIP ENRICHMENT SERIES: Primary target audience are UNCA student leaders, or faculty, staff and students interested in the academic study of leadership. Meets at 7:00 p.m. once a month covering the following topics: The Psychology of Leadership; The Nature of Leadership; The Sociology of Leadership; The Power of Leadership.

SPRING LEADERSHIP ENRICHMENT SERIES: will cover Political Leadership; Revolutionary Leadership; The Philosophy of Leadership; Moral Leadership; Leadership Vitality. Guest speakers are faculty members working jointly with student affairs. This may develop into an academic course with credit hours.

Western Carolina University - Cullowhee, NC Judith T. Pilch
School of Education and Psychology-Office for Rural Education

LEGISLATORS' SCHOOL FOR YOUTH LEADERSHIP DEVELOPMENT

OVERVIEW: Funded by the N.C. General Assembly in 1984, the residential summer program targets potential leaders in grades 7-12. The program at Western Carolina University serves students in the Western one half of the state, while East Carolina University serves the Eastern one half. Two 3-week summer sessions, held on the Cullowhee campus, serves 300 students who have demonstrated leadership potential and responsible citizenship. Program emphasis is on developing leadership, thinking and communication skills. The first program was successfully conducted in June and July of 1986.

STUDENT SELECTION: Nominated by their schools, students must meet criteria established by a statewide advisory committee and based on the legislation. Students may not be currently enrolled in programs for the academically gifted and must demonstrate personal attributes, interpersonal skills, responsible citizenship and personal accomplishments including a satisfactory academic record. Students are randomly selected from the pool of nominees. More students from rural and isolated areas are chosen in order to give them experiences equal to those more readily available in urban areas.

PROGRAM DESCRIPTION: Selected public school teachers comprise the basic program staff. University personnel along with others from the area serve as additional resources for main activities.

Simulations, role plays and small and large group activities are centered around leadership themes involving the use of communication skills and personal growth and problem solving. Opportunities for personal enrichment are offered through a broad menu of mini-courses. Specific leadership skills, leisure activities, the arts and computer skills are selected on a weekly basis. Primitive camping, field trips and special activities provide opportunities to develop planning skills and practice in cooperation and team building.

Leadership Education:Developing Skills for Youth, by William B. Richardson and John F. Feldhusen is used as a resource and a complimentary copy is presented to each student.

OUTCOMES: This leadership program provides an opportunity for youth to have experiences in a residential campus setting to learn and practice leadership skills. The expected outcomes are for students to: increase their self-knowledge; Assess their leadership skills while planning for their continued development through participation in school and community groups; Develop awareness of their full potential as leaders and future citizens; Improve specific leadership skills through practice during program activities and assignments.

EVALUATION: Program evaluation is performed by an outside evaluator with the results being used for documentation and modification. Student follow-up includes a questionnaire sent out at mid-year following participation. Selected students will assist with planning student orientation for next year's program.

THE INTRODUCTORY LEADERSHIP PROGRAM
THE UNDERGRADUATE LEADERSHIP INTERN PROGRAM (TULIP)

The Introductory Leadership Program deals with the development of personal leadership skills. Because of the university's size and diversity, it is often difficult for some students to find opportunities for leadership development through traditional student organizations and activities.

The Undergraduate Leadership Intern Program is designed especially for freshmen and sophomore students. Its purpose is to provide an intensive small group leadership training experience for freshmen and sophomores who are not currently involved in leadership positions but who would like to develop their leadership potential. The Intern Program is offered each semester, and interns are selected through an application and interview process. Students can choose to attend the program on Tues. or Wed. from 4:10-5:50 p.m.

Interns will meet weekly for eight weeks with the Dean of Students Office staff for leadership training sessions. Activities will also include opportunities for personal interaction with university administrators, faculty and student leaders, in-service leadership experiences through the Dean of Students Office, and group social activities. The Intern Program is purposefully designed for a small group in order to provide maximum opportunity for personal interaction and individual development.

Participants will be able to select topics of interest from a wide variety of leadership areas. Past topics have included: Leadership Style; Assertive Communication; Team Building; How to Run a Meeting; Decision Making; Time Management; Group Dynamics.

Intensive TULIP is for busy students who want to improve leadership abilities. Class will last four weeks meeting about 2 1/2 hours per week. Content from Intro TULIP will be presented. Please indicate your interest in "IT" on your application.

PROGRAM SERIES

TEAMBUILDING: Any student organization simultaneously works on completing a specific task and motivating/revitalizing members. The importance of recognizing the individual contributions of members is stressed in this program. In addition, ice breakers and learning activities designed to create a better "team" will be experienced by participants.

ASSERTIVENESS FOR STUDENT LEADERS: "I feel______about_____ I would prefer _______" is a standard response that the successful student leader can incorporate into daily discussions. Strategies for developing assertive behavior will be presented. Students will also practice assertive responses to situations where they typically have difficulty stating their opinions.

WE'VE GOT TO STOP MEETING LIKE THIS or HOW TO RUN EFFECTIVE MEETINGS
Meetings can be a continuous waste of time or a very efficient use of people, their skills and ideas. Planning, controlling and evaluating the success of meetings will be covered during this presentation. Participants will practice how to confront disruptive behaviors and attitudes that frequently occur in meetings.

HOW TO INTERVIEW FOR STUDENT LEADERSHIP POSITIONS ON CAMPUS: Many organizations hold extensive interviews for vacant positions on their committees. This program will describe and allow participants to practice behaviors appropriate for this type of interview.

WHAT'S YOUR TYPE OR FACTORS THAT INFLUENCE LEADERSHIP STYLE: How you function as a leader should depend on the situation and the task your group needs to accomplish. One blanket approach to dealing with all people and all tasks is not appropriate. This program will describe leadership styles and situations where these styles are most effective.

CONFLICT MANAGEMENT: All organizations progress through predictable stages. Conflict between members is one of these. This program will emphasize that conflict is a normal part of life. Participants will explore different types of conflict and will practice ways of dealing with conflict in a group situation.

COMMUNICATION AND LISTENING SKILLS: Too often problems within a group are related to the fact that "we just cannot communicate." This program will describe the communication process, identify how communication breaks down and suggest alternatives for common communication problems.

AVOIDING BURN-OUT: Prevention is the best medicine. This old adage is especially true in stress management. Specific strategies for preventing burnout will be given. Please be advised that no magic cures will be shared, just the importance of self-discipline and a positive attitude about self.

North Adams State College - North Adams, MA Patricia J. Prendergast

THE ESSENCE OF LEADERSHIP, Winter Study 1986
Taught by Catherine Tesinger

The following schedule will be used as closely as possible. Reading materials are available in Freel Library, with these abbreviations: Dictionary of American Biography = DBA; Encyclopedia Britannica = EB; New York Times = NYT.

Session 1 (1 hr.): Orientation-The Influence of Nicolo Machiavelli

Session 2 (2 hr.): Theory of James MacGregor Burns-Susan B. Anthony (1820-1906): DBA, I; Helen Keller (1889-1968): EB, 13; NYT June 3, 1968, 3 44:1

Session 3 (2 hr.): Abraham Lincoln (1807-1865): DBA, XI; Gettysburg Address; Robert E. Lee (1809)-1865): DBA, XI

Session 4 (2 hr.): Adolph Hitler (1889-1945): EB, 11; Benito Mussolini (1883-1945): EB, 15

Session 5 (1 hr.): Mohandas Gandhi (1869-1948): EB, 9 Jan. 16, (2 hrs.): Sir Winston Churchill (1875-1965): EB, 5; Franklin D. Roosevelt (1882-1945): DBA, Supplement 3

Session 6 (2 hr.): Martin Luther King, Jr. (1929-1968): NYT, Aug. 29, 1963 ("I Have a Dream"); April 7, 1968, IV, 1:4; television special; John F. Kennedy (1917-1963): NYT, Jan. 21, 1961 (Inaugural Address); Nov. 23-30, 1963 -- follow the story

Session 7 (2 hr.): Mao Tse-tung (1893-1976): EB, 14 (note: written before his death, therefore incomplete); Deng Xiaping (1904-): *Time*, January 6, 1986

Session 8 (2 hr.): Reprise

The course grade will be based on the following:

1. Participation in class discussion--which will require doing the reading assignments! (1/3)
2. Preparation of a 3-5 page essay on a leader of your choice who is not included in the list above. This can be anyone of interest to you who has been recognized on either a national, state or local level, as a leader in politics or in any other field of endeavor. (1/3)
3. A Take-home summary assignment in preparation for the last class, in lieu of a final exam. (1/3)

THE ESSAY WILL BE DUE SESSION 6

Preparing the cases:
- --Basic Facts
  - Birth and death: where, when, under what circumstances
  - Education: social background, economic background
  - Unusual factors in life
- --Nature of leadership
  - Context
  - Style
  - Change over time
- --Public assessment of leader's day
- --History's judgment of leadership

University of Richmond - Richmond, VA Joanne C. Preston

PRINCIPLES OF LEADERSHIP: ID 340

CLASS OBJECTIVES: To introduce students to the present research and theoretical field of leadership; to give the student an opportunity to complete a literature search, design and carry out a research project, analyze data, and report this work both orally and in written form in an area of interest within the leadership field; to allow the student to assess his or her own leadership ability, to develop new skills, and to test these skills in current formal and informal leadership positions that he or she holds; to give students the opportunity to meet leaders within the University of Richmond community as well as local business and governmental leaders.

TEXTS: Yukl, G.A. (1981). Leadership in Organizations. Englewood Cliffs: Prentice Hall; Rosenbach, W.E., & Taylor, R.L. (Eds) (1984). Contemporary Issues in Leadership. Boulder: Westview Press.

CLASS ASSIGNMENTS: Students must read material before coming to class. This class is a seminar. Discussion is expected by every individual. I am not a professor (I will not profess) in this class. We will teach and learn together.

POLICIES: Cutting class will be hard since this is a seminar and discussion is part of the evaluation. If a student misses class for an important reason, he or she is responsible for getting the missed work and notes. The cut is a personal choice and consequences are a result of one's own priorities.

Two exams are scheduled and only a Dean's or doctor's excuse from it is possible. The exam must be made up within three weekdays of the scheduled exam or receive a 50 as a grade for the exam.

GRADES: Each exam = 100 points; a combination of objective, short essay, and essay based on readings, lectures, class discussions, and class experiences. Total = 200 points.

Class Discussion: Individual participation will be evaluated with quality more important than quantity. Total = 30 points.

Research Project: A semester-long, data oriented project involving some aspect of leadership done individually or in pairs in the setting of your choice. It will involve library work and data analysis and will be presented to the class orally as a team, and written individually. APA style will be used for the written paper. Class presentation = 20 points: Only the presentation of material will be evaluated. Content will be evaluated in the individually written paper. Speaking Skills (Clear/Fluent/Precise/Grammar) = 8 pts.; Professionalism in Presentation (Materials/Non-verbals/Style) = 7 pts.; Creativity & Entertainment Value Paper = 5 pts.; Data Based = 10 pts.; Semester Long = 10 pts.; APA Format & Style = 15 pts.; Clarity & Organization Sections = 15 pts.; Introduction = 5 pts.; Method = 5 pts.; Results = 5 pts.; Discussion = 5 pts. Total = 70 pts.

CLASS SCHEDULE: READINGS, TOPICS DISCUSSED, & ACTIVITIES

GRADING SCALE: is a 10% scale for all work. Exams sometimes lower overall grades. At the end of the semester, I will check to see if this scale needs to be adjusted downward.

Session 1: Orientation; Leadership scale by Auren Uris How to be a successful leader.; Talk about research problem.

Session 2: Yukl Ch 1. Introduction: The nature of leadership; Yukl Ch 2. Reciprocal influence processes in leadership. Class Discussion about: Definition of leadership; What is effectiveness?; How can you influence?. Lecture On: Social exchange theory; Program evaluation-defining a problem.

Session 3: Rosenbach & Taylor Chs. 1-3: The ambiguity of leadership; Leadership in an organized anarchy; What is the crisis of leadership?. Class Discussion: Problems with research project, How to set a criterion & establish criterion for success. Lecture and Discussion On: Assessing the organizational climate; Evaluating UR's organizational climate.

Session 4: Rosenbach & Taylor Chs. 4-6: Where have all the leaders gone?; How to be a leader; Leadership-A challenge to traditional research methods and assumptions. Class Debate: Leadership, Myth or Reality? Class Discussion: Do leaders exist today?

Session 5: Rosenbach & Taylor Chs. 7-9: A comprehensive description of managerial work; Managers and Leaders-Are they different?; Managers and Leaders-Letters to the editor. Class Discussion: What can UR do to develop leaders? Questions on research project. Visionary Leadership Scale-given to students. Strategem I-set up.

Session 6: *Strategem I: During this class the students were taken through two rounds of the computer simulation. After this class period, the students will be expected to turn in one round a week for the rest of the semester. The data will be analyzed one day and returned the next. All meetings of the teams were done outside of the classroom.

*Strategem I (simulation). Students were told to work together as teams of six, the goal was to develop the country as much as they could within the semester. The three teams were given different names for their countries. They were told not to compete between countries. They did anyway.

*See Dennis Meadows for further description of Strategem I.

Session 7: Lecture: Time management. Discussion: Problems with research & projects that students would like to use their leadership skills on at UR.

Session 8: Rosenbach & Taylor: Leadership & Headship-There is a difference; Leadership-Man and function; Leading through the follower's point of view; Charismatic and consensus leaders-A psychological comparison. Discussion: The difference between headship & leaders; What is charisma and can one develop it? Do you know any charismatic leaders either on campus or off campus? I began a strategic planning exercise for developing the University of Richmond from an undergraduate's point of view.

Session 9: I finished exercise. Discussion resulted: How as a student can we implement change in our 4 years at UR. Lecture & Discussion: Helpful communication techniques; How can you give negative messages that will be heard?

Session 10: Yukl Chs. 3-4: Power and leader effectiveness; Leadership traits and skills. Rosenbach & Taylor Chs. 22&23: Conjecturing about creative leaders; How do leaders get to lead? Lecture: Power and its uses. Demonstration: The millionaire game. Discussion: Techniques that can help you be targeted as a leader after graduation. Community Speaker: Don Goddard talked about his successes and failures as a leader in the small business area. Students had opportunities to ask questions.

Session 11: Yukl Ch 5: Leadership behavior & managerial activities. Rosenbach & Taylor Ch 24: The Leader who knows how things happen. Demonstration: Students take the LEAD. Lecture & Discussion: Situational leadership and how to make it work for you on campus and in the future.

Session 12: EXAM 1-students had to identify 10 terms or concepts that had been in readings or class activities. They were given two essays to write. The essays were open book, open notes.

Session 13: Rosenbach & Taylor Chs. 13-14: Leadership through followership; Leading through the follower's point of view: Exams returned and discussed. Students felt 2 essays were too time consuming. We agreed on 1 for the next exam: Discussion: The difference between leadership and followership; How as leaders can you develop both skills in your subordinates.

Session 14: Community speaker: William Berry covered the topics of executive selection and the characteristics a "good" executive must have and what leadership is like in big business. He used both demonstration and student questioning.

Session 15: Community speaker: Jane Hopkins covered women in business and what it was like to be a woman entrepreneur. This was mostly mini-lecture and group discussions with students reporting the group's thinking.

Session 16 & 17: SPRING BREAK

Session 18: Yukl Chs. 7-9: Situational determinants of leader behavior; participation & delegation; leadership in decision-making groups. Class Topic: International leadership-I gave the class a case study called A Clash of Cultures. The students worked in groups and then reported back to the larger class. Lecture: I explained W. Skinner's work and G. Hofstede's work on international organizations relating this information to the case study; the class discussed what the consultant should have done differently based on the research that I presented.

Session 19: Rosenbach & Taylor Chs. 15&17: Critical actors in leadership succession; the role of mentors in developing leaders for academe. University Community Speaker: Dr. E. Bruce Heilman shared with the class his perception of leadership in academe, the importance of dress and image, and the importance of taking a stand. The class had the opportunity to ask questions based on the readings as well as what interested them.

Session 20: Rosenbach & Taylor Chs. 16&25: The status of black leadership; Wanted: Corporate Leaders. Lecture: Assessment centers - I talked about the validity and reliability of assessment centers over the "old-boy" method of picking whom to promote. We discussed some of the variables that an assessment center assesses. Demonstration: The students had the opportunity to try some of the sub-tasks that go into a typical assessment center. We then discussed how those tasks would be scored and how an individual might improve his or her performance.

Session 21: Rosenbach & Taylor Chs. 26&27: Leadership needs of the 1980s; The anti-leadership vaccine University Community Speaker: Dr. Zeddie Bowen presented to the class a proposal which would develop a leadership program on this campus. The students reacted to the presented ideas as well as gave suggestions that might modify future proposals.

Session 22: Rosenbach & Taylor ch. 28. Leading-edge leadership. Yukl Ch 10: Overview & Integration. Discussion: We pulled together the last chapters of both of the texts in the final academic discussion. The final comments surrounded: Where do we go from here? Lecture & Discussion: Non-verbal communication, I talked about how you can send information non-verbally that you wish important others would want to know about you. I also talked about how you can receive information about others and be more aware of what others are thinking. We tied that into power, professional presentation of self, and several other topics we had discussed this semester.

Session 23 & 24: EXAM 2-returned exam and discussed the questions. Organized students for their presentations.

Session 25: Student presentations were given, including a presentation of an Honor's thesis research associated with this class and their experience with STRATEGEM 1.

Session 26 & 27: Student Presentations.

Session 28: Student Presentations. RESEARCH PAPERS WERE TURNED IN.

Session 29: Student Presentations. STUDENTS EVALUATED THE CLASS.

SUMMARY OF THE STUDENT EVALUATIONS

Class Discussion: They liked the theory part of class and wanted that to continue; wanted additional skill building activities; liked the speakers and asked if more could be scheduled; liked the casual atmosphere that I created in the class; wanted their class research projects to be with the University rather than off campus; wanted STRATEGEM I to be a competition with rewards for the winner.

Written Evaluation:
1. How much and in what ways do you feel this course has contributed to your education? Typically students felt it contributed to their education because of the diversity of the group, the topics although theoretical had relevance for the future.

2. Please comment on the following characteristics of the instructor as they enhanced or detracted from the course: Her grasp of the material? All students said that it was excellent. e.g., "Dr. Preston has a firm concept of leadership and her ability to make material interesting through her creativity is a definite asset."

Communication Skills: All students said that it was very good or excellent e.g., "When you lectured you had excellent skills, but you also had excellent skills in facilitating our class discussion.

Attitudes Toward The Students: Students said that I was helpful and listened to them. e.g., "Respected our opinion, yet kept authority. I enjoyed her manner and felt she made an effort to understand our views, and concerns."

What things about this course or instructor particularly heightened or diminished your motivation to "get into" the subject matter? The students felt that the variety of class discussions, skills building, and speakers were motivating. They liked seeing the theory and its relationship to reality. The students thought the Yukl text was dry but agreed it was worth it because of the class discussions.

Please comment briefly on the particular strengths and/or weaknesses of any or all of the following as they relate to your experience in this course:

Reading Material: Students felt Yukl was dry, preferred Rosenbach and Taylor text.

Tests: Students said the tests were hard but fair. They liked the integrative nature of the exams but because of that the tests were long.

Projects and Paper: Students said it was a strength of the course. They felt the projects should be tied to UR in the future.

Grading Procedures: Students said that grading was fair and consistent. Grades of the oral presentation should have amount of time spent on the research project. I hit that very hard in the written evaluation and it was obvious who had worked on their project and who had not. I would continue to separate this in the future, but make it clear that those who do not work all semester on their project will get burned on the paper rather than the presentation.

Speakers: All students said that this was excellent and they wanted more of them.

Other Students: It was a good mix. The students liked having all classes and colleges represented. It is rare that they have an opportunity to work with such a diverse group.

Yourself: The students generally felt that they learned about their strengths and weaknesses. They said that they could have contributed more to the class in some of the discussions but they enjoyed listening as well as speaking.

What suggestions do you have to make this course a better one either with material or instructor? Generally the students wanted more speakers, more pushing by the professor on the projects (They wanted me to remind them to be working on them each day), and relate the projects to the University.

If I can not teach this course next year, who do you feel would be a good professor to become involved? Suggestions were given by the students.

U. S. Military Academy - West Point, NY
Department of Behavioral Sciences and Leadership
Howard T. Prince, II

DEVELOPING LEADERS AT THE U.S. MILITARY ACADEMY

The purpose of the U. S. Military Academy is to develop leaders. Graduates will be appointed to leadership positions upon commissioning and will progress to positions of increasing responsibility during a career.

The processes for developing leaders are set in a culture permeated with high expectations that each cadet will become an effective leader by graduation. We expect newly commissioned officers to be able to lead a platoon of about forty-five soldiers and to have acquired the foundation for continuing development in preparation for higher leadership positions. These expectations have shaped a complex system of leader development through which the cadet progresses over a four year period.

The processes of leader development include selection, education, skill training, opportunities to practice, socialization, evaluation, feedback and remediation. These processes are arranged in theory to be progressive and sequential. They occur in a logical sequence so that prerequisites are provided before each step and so that each step adds something new. Of course, many of the processes overlap and interact in complex ways. But to the extent possible, a coherent four-year sequence has been derived and practiced.

Leader development begins with selection of high potential candidates. In addition to traditional academic measures such as the SAT or ACT, applicants are screened on medical and physical or athletic aptitude as well as character and leadership potential. The latter variables are inherently subjective and are assessed by high school officials. These appraisals are weighted by Academy officials in the admissions process. It is quite likely that the Leadership Potential Score is correlated with involvement in activities and achievement but it also is likely to be correlated with emergent leadership in informal small group situations. Cadets have been high school athletes, good students, and student leaders (e.g., class officer, team captain, club officer).

After selecting for leadership potential, the Military Academy focuses on developing the knowledge, skills, attitudes and values necessary to lead. Since we define leadership as the process of influencing other people to accomplish an organizational goal, knowledge of people and contextual factors which affect the leader's attempts to influence the behavior of others are important. All cadets take a course in general psychology in the freshman year which provides an introduction to the study of human behavior. We emphasize application, using military examples and situations as much as possible. All cadets take a course in the junior year called Military Leadership in which we explore the leader's role in a complex social organization. In addition to studying the determinants of human behavior and theories of leader effectiveness, cadets develop intellectual skills such as problem-solving and analysis. They learn to diagnose or analyze leadership situations using course concepts. They benefit from learning to think systematically about leadership situations using the scientific method. The educational goal is a competent leader who can apply conceptual frames of reference in a variety of leadership circumstances including war.

The Department of Behavioral Sciences and Leadership offers a multidisciplinary program of advanced study in leadership. Cadets may choose an elective program in the study of leadership and may even major in leadership.

In addition to the formal study of human behavior and the leadership process, skill training is provided as a way to assist the cadet in translating knowledge into action. Workshops and classes are given in such subjects as counseling, performance appraisal, communications and conflict management. These training activities are usually associated with an opportunity to fill a leadership role.

The opportunity to practice leadership and to learn from experience is one of the most important components of leader development for cadets. Cadets are placed in leadership positions each year. The degree of responsibility, number of followers and duration of experiences vary from fairly brief leadership of four or five others to semester-long positions of leadership of one hundred people or more. Significant practica occur between the sophomore and junior year during the summer and in the following summer. By design the academic course on leadership is scheduled between these two summer leadership practica to make the developmental sequence progressive as well as sequential.

The American military serves a democratic society whose form of government is energized by a powerful set of ideals and national values. The leaders of our Army should exercise leadership to further these values and must, therefore, be able to harmonize national and institutional values with their personal value system. Further, the leaders must be able to establish and maintain an ethical climate which fosters proper conduct by all members of the organization whose purpose is public service. To these ends considerable emphasis is placed on the process of socialization by which cadets come to internalize the values, attitudes, beliefs and norms of conduct considered essential for effective public service.

Evaluation and feedback are directed at improvement in the leader development process. Practice, study, training and socialization are incomplete without assessment, feedback and reflection. Cadets must have information on the effectiveness of their leadership and developmental efforts in order to improve and progress. Information from evaluation and feedback is also useful in determining the need for remediation. Cadets are assessed formally once each semester and informally on a much more frequent basis. They receive grades in leadership and may even be separated for repeated failures or sustained marginal performance.

The last component of leader development at West Point is remediation. Each cadet is expected to strive for improvement and some are referred for remedial programs conducted by various agencies or personnel including the Center for Personal and Leadership Development.

One powerful way to learn leadership is to watch other leaders. At the core of the leadership development program is the predominantly military faculty and staff. Regardless of their specific responsibility--teaching, coaching, supervising--all members of the faculty and staff provide leadership models for cadets.

Leaders are teachers concerned with the training and development of subordinates. Because cadets spend a substantial portion of each academic day with the military faculty, academic instructors make a significant contribution to the leader development process as they model the roles of teacher and developer. Instructors also model critical and informed judgment. Additionally, the classroom provides an ideal setting for cadets to practice and receive feedback on specific skills related to leadership--for example, task structuring, interpersonal relationships, analysis, decision-making, and communications. Academic instructors share with all members of the staff and faculty the responsibility to exemplify the role of leader as teacher and to provide guidance and accurate feedback to cadets regarding their development as leaders.

The Company and Regimental Tactical Officers play a critical role in the leadership development process. The Company Tactical Officer is responsible for providing an integrated and progressive leadership development program for each cadet. Regimental Tactical Officers (RTO) are primarily responsible for training the trainers (the Tactical Officer) and for supervising their leadership development activities. RTOs also allocate resources to assist the Tactical Officer.

The cadet chain of command supports the Tactical Officer in the leadership development of underclass cadets. While the Tactical Officer works primarily with and through the First Class (seniors), each upper class is responsible for the development of subordinates. First Class platoon leaders coach Second Class (juniors) squad leaders, squad leaders teach Third Class (sophomores) team leaders, and team leaders develop the Fourth Class (freshman).

The individual cadet also assumes responsibility for personal leadership development. Cadets are encouraged to get the most out of each opportunity to practice. Development of a personal leadership style is enhanced by self-assessment and thoughtful reflection on the means and ends of one's leadership efforts.

SUMMARY

The process of leader development at the Military Academy is linked to all other areas of cadet development, but has a specific focus on the values, knowledge, and skills necessary for leaders in formal organizations. Leader development is highly individualized. Different individuals will progress at different rates; each cadet will have strengths and weaknesses which require reinforcement and growth. The goal is to ensure that each graduate is capable of leadership as a junior officer and possesses the foundation for continued leadership development throughout a career in the Army. Continued selection of high-quality candidates is vital to achieving this goal. The Academy's obligation is to provide an environment that stimulates continued development of the cadet's leadership competencies through a progressive program that includes socialization, education and training, meaningful practice, evaluation, and feedback.

Dept. of Behavioral Sciences and Leadership

Howard T. Prince II
George B. Forsythe

ACADEMIC PROGRAMS: THE FORMAL STUDY OF LEADERSHIP

The Dept. of Behavioral Sciences and Leadership at the U.S. Military Academy offers both core curriculum and elective courses in leadership. The core component, taken by all students during the junior year, includes a forty-lesson course in military leadership organized around a content and process model. The content model is aimed at analyzing organizational performance--individual, group, leadership, organizational, and environmental. The process model uses the content model as a framework for diagnosis, decision making, and problem solving.

The electives program builds on the core curriculum course to provide greater depth of study in subjects related to each level of analysis mentioned above. Current course offerings in the electives program include: Motivation and Performance in Organization; Group Dynamics; Leadership Theory and Development; Organizational Theory and Design; Leading Organizations Through Change; Combat Leadership. These courses are supplemented by behavioral sciences courses such as research methods, social psychology, sociology, and counseling to complete the requirements for a major or field of study.

The core and electives courses are taught by a military faculty selected on demonstrated competence as Army leaders. Before joining the faculty, officers receive graduate education in a behavioral science discipline at some of the finest institutions in the country. A faculty with both practical experience as Army leaders and graduate education permits us to present courses that emphasize both theory and application.

The Core Curriculum Course--Military Leadership

Within the Academy's leader development process, the core curriculum course in Military Leadership is sequenced between two significant opportunities to practice leadership in military organizations. During the summer prior to their junior year, cadets gain valuable leadership experience by serving as small unit leaders in the field Army. This internship permits cadets to develop an experiential knowledge base to draw upon during their academic study of the leadership process. Following their junior year, cadets practice leadership as they develop and train the freshman and sophomore cadets during summer training. This sequence of practice-study-practice affords cadets the opportunity to integrate theory and application while they are developing as Army leaders.

The Military Leadership course teaches cadets to use behavioral science concepts and theories to (1) explain human behavior, (2) solve problems, and (3) make decisions in order to enhance organizational performance. These outcomes are built around the process model mentioned earlier. The intent is to help cadets develop intellectual skills so that they will be able to put information to work for them as leaders. We want our students to develop the ability to conceptualize their leadership experiences, to generalize from the concrete to the abstract, to think hypothetically about the relationships between variables, and to formulate actions based on a systematic analysis of the leadership situation. Current leadership thinking suggests that these intellectual skills are critical to success in both peace and war.

We have organized the relevant knowledge from psychology, sociology, and organizational behavior into a content model, called a Model of Organizational Leadership (MOL). It is a multilevel, open systems model representing classes of variables that can be used to understand organizational performance.

The first three levels of analysis (individual, group, and leadership) are concerned with direct, face-to-face influence. At the individual level of analysis, primary emphasis is on understanding individual differences and motivation. Cadets learn how to diagnose and solve individual performance problems using a variety of motivational theories. At the group level, the focus is on understanding how group dynamics factors influence the performance of organizational members. Cadets learn to use theories of socialization, group development, and intergroup conflict to build effective teams. The next level of analysis focuses on leadership effectiveness. Cadets study the relationship between situational factors, leader behaviors, and organizational performance. To enhance their effectiveness as leaders, cadets also develop skills in decision making, performance appraisal, communications, stress management, and counseling.

The next two levels of analysis deal primarily with indirect influence. At the organizational level, concepts of complexity and interdependence are stressed as cadets study organizations as open systems. They learn how organizational structure and design affect individual and group behavior, how the leader can manage organizational change, also studying how the leader establishes an organizational climate fostering ethical behavior. The final level of analysis considers how the organization, as a system, interacts with and is influenced by its environment. Cadets learn to look beyond their organization's boundaries to reduce uncertainty and manage dependence.

Instruction directed toward achieving the course goal relies on the use of case studies drawn from actual military leadership situations. During each lesson cadets use what they have learned to explain leadership situations and select theoretically appropriate actions. As the course progresses, case studies become increasingly complex, requiring cadets to analyze situations from multiple perspectives within the MOL. Role plays assist cadets in translating theoretical solutions into actual behaviors. Skills in performance appraisal, counseling, communications, and stress management are also enhanced through experiential exercises.

Instructional materials to support the course include the textbook, Leadership in Organizations, written by the department faculty. This book uses the content model, the MOL, to organize the relevant knowledge from the behavioral sciences. Since the book is written for those who will be practicing leaders, theory and application are integrated in the presentation of topic areas. The book is in its third printing and is available through the Government Printing Office (order #008-027-00003-0). A student workbook that supports the text provides learning objectives, practical exercises, and case studies.

Leadership Electives Program

The electives program in leadership provides the depth component of the undergraduate curriculum and leads to the granting of a major in the behavioral sciences, with a concentration in leadership. Building on the conceptual foundation established in the core curriculum course, the electives program explores in more detail the theory, research, and application in each substantive area of the MOL. A brief summary of each course is presented below.

Motivation and Performance in Organizations focuses on how leaders motivate subordinates to accomplish organizational goals. Cadets study contemporary theories of motivation and related research in order to develop a conceptual framework which informs the practice of leadership in organizations. The course is taken by senior cadets serving as leaders in the Corps of Cadets; a course project requires them to apply motivational theories to explain and enhance performance of other cadets in their organization.

Group Dynamics is designed to improve the cadet's understanding of human behavior in small groups, with special emphasis on what the military leader can do to build productive, cohesive teams. Reviewing the theory and research on group structure and dynamics, cadets learn to understand and influence group performance. Throughout the course, cadets participate in experiential group exercises designed specifically to illustrate course concepts. The exercises are video taped and reviewed by the cadets to enhance their ability to recognize group phenomena and influence group performance. Cadets also gain insight into their own unique interpersonal skills.

Leadership Theory and Development traces the study of leadership from the behavioral science perspective, focusing on classical and contemporary leadership theories and research. Cadets study and critique the major theories of leadership effectiveness and learn how to apply them in organizational settings to develop effective units and competent subordinate leaders. The focus is on the organizational leader, emphasizing self and subordinate development. During the course, cadets record their personal leadership experiences by keeping a journal. At the end of the semester, they summarize their journal in the form of a personal leadership philosophy, which they present to fellow students as if they were briefing their first platoon.

Organizational Theory and Design serves two purposes in the electives curriculum. It presents the intellectual history of organizational theory, reviewing both classical and contemporary approaches to the study of organizations, with emphasis on organizations as open systems. It explores in depth the effects of organizational design on human behavior in organizations. The course enriches the cadet's understanding of indirect influences in organizational leadership. Instructional strategies include the analysis of complex Army case studies.

Leading Organizations Through Change focuses on what leaders should know and do to manage organizational change, both planned and unplanned. Using an open-systems framework, cadets learn about the sources of and resistance to change, and how to manage change to minimize the potential adverse effects on performance. Cadets apply their knowledge to analyze complex Army case studies.

Combat Leadership addresses some of the human phenomena which occur in war in an effort to help the cadet understand the human dimensions of battle and what the leader can do to influence others under conditions of combat. The course is organized along a time dimension that includes preparation for combat, the experience of combat, and the aftermath of combat. The course relies heavily on movies and literature to present vivid combat situations. Through these vicarious combat experiences, cadets develop the ability to analyze situations and formulate potential solutions to combat leadership problems.

Summary

We believe that study and practice of leadership are inextricably linked. Consequently, at the Military Academy the formal academic study of leadership and the opportunities to practice leadership are closely integrated into the four-year program of leader development. The study of leadership supports and is enriched by the practice of leadership. Within our academic curriculum, we attempt to draw critically upon theory and research as it relates to the practice of leadership. We encourage our cadets to be critical consumers of the current state of knowledge and to be sensitive to emerging trends. But above all, we believe that the practice of leadership is enhanced when leaders apply an integrated knowledge base in order to see the complexity of human behavior in organizations, make reasoned decisions and solve the real-world problems facing them.

Syracuse University - Syracuse, NY William Prusinowski

LEADERSHIP EDUCATION AND DEVELOPMENT PROGRAM

The Leadership Education and Development Program was created to develop leadership abilities in students involved in campus events and organizations, and for those students interested in the various experiences provided by this program. Administered by the Office of Student Leadership Programs, students may enroll in this program for certificate recognition of their participation in which case they will have to fulfill certain prescribed requirements. Students may attend most program components individually without further commitment.

Events offered include a seminar and workshop series that runs approximately six weeks, a student leaders roundtable discussion series, a yearly off-campus student leaders conference and a leadership forum that brings special guests to campus to meet and exchange ideas with students. Students enrolled for certificate recognition must also document at least two instances of campus or community involvement. Other University experience that involves work/supervision, organization management or human relations work can also be taken into consideration for students' leadership record.

Topic areas that are programmed into the seminars and workshops series include:

- Basic Group and Organization Skills
- Leadership Styles
- Effective Communication
- Strategic Planning
- Team Building
- Agenda Building
- Marketing Leadership Skills
- Time and Stress Management
- Leadership and Culture
- Conflict Resolution

Program presenters for these topic areas include a blend that is approximately fifty percent University faculty and fifty percent Student Services personnel. Careful thought is put into the selection of, what amounts to, the "faculty" for this program. Campus student leaders are also often solicited for their ideas and participation as assistant presenters.

A values and traits component is currently being developed to be incorporated into the program. It is generally agreed that these concepts are inextricable from leadership although the exact approach to develop them needs careful consideration.

The Office of Student Leadership Programs is also compiling various resources and publications for use of participants enrolled in the program.

University of Tennessee - Chattanooga, TN Charles M. Renneisen

CREATIVE LEADERSHIP CLASS (HUM 499R)

Instructors: Dr. Robert Fulton, Professor of English & Director of Brock Scholars/Honors Program; Ms. June McEwin, Adjunct Professor of English & Assistant to the Director of Brock Scholars/Honors Program; Dr. Charles M. Renneisen, Vice Chancellor of Student Affairs & Dean of Students and Associate Professor of Education. Other guests are invited.

Class Size: 15-25 - admitted by approval of instructors.

General Course Information: The principal objective of this course is to give the students a firm understanding of the basic concepts of leadership It is also designed to provide some hands-on experiences in the practice of leadership roles. A variety of outstanding civic leaders will be guest lecturers during the semester. The dual aim of the course is to improve the quality of leadership for those individuals already in leadership positions on the campus and also to encourage and prepare those students who aspire to leadership positions on or off campus.

Schedule & Credit: The class meets once a week for 1 hour (1 hr. credit). The class is scheduled for Friday afternoon at 2:00 p.m. Grades are based on the following criteria: classroom participation; mid-term and final exam; weekly journal entries; outside reading reports.

Text: Contemporary Issues in Leadership edited by William E. Rosenbach and Robert L. Taylor, Westview-Press, Boulder, Colorado, 1984.

Outside Reading: List will be provided at the opening class meeting.

General Topics: Necessary elements of leadership; conducting effective meetings and parliamentary procedure; leadership styles - advantages and disadvantages; time and stress management; establishing and implementing goals and objectives; management tools - Modelnetics; communication skills, interpersonal skills; how to deal with crisis situations; assertiveness; effective leadership transition; volunteer leadership vs. elected officials.

Schedule

Class:

1. Intro/Simulation Game (3)
2. Theories & Styles of Leadership
3. Political Leaders in Shakespeare
4. Organizational Structures & Budgets
5. Leadership, Language & Morality
6. Establishing Goals & Objectives
7. Listening Skills
8. MIDTERM
9. Managing Time, Stress, Conflict
10. Political Leadership-Marilyn Lloyd
11. The Leader As Dreamer
12. Women as Leaders
13. The Volunteer as Leader
14. HOLIDAY
15. READING DAY
16. EXAM

WISCONSIN RURAL LEADERSHIP PROGRAM

A two-year leadership development program for young leaders (25-45 years of age) to help them learn new perspectives of major societal issues, including national and international dimensions and leadership skills (approximately 60-65 days of instruction).

Educational Strategies

Help participants: Interact with specialized resource people and recognized leaders; Become actively involved in problem-solving case studies; Interact with peers in examining real life situations; Become exposed to a variety of cultural, social, and economic settings in the state, the nation, and the world via the international travel study seminar; Become exposed to decision-making at different levels of federal, state, and local government; Engage in self-study through reading lists and materials for each seminar.

WISCONSIN SEMINARS

State Government

Objective: To help participants understand how state government functions in dealing with important public issues; To examine state legislative processes and role of state agencies in implementing state programs. Case studies focus on state issues illustrating interactions among various citizen groups, local government, and state government.

Topics: State legislative process; Administrative roles of state agencies in regulatory roles, cost-sharing programs, and policy implementation; Roles of research and education in public policy development; Roles and actions of citizen interest groups, lobbyists, county leaders, and local government officials; Case studies focusing on community benefits and costs associated with the state's landfill siting process and legislative efforts to draft legislation for possible location of a regional low level radioactive waste disposal facility.

Setting: Madison and southcentral Wisconsin areas where effective approaches have been initiated and/or are in progress to comply with state laws and policies.

Business and Economic Development

Objective: To help participants understand the impact of economic conditions and policies affecting rural economics and how businesses and local communities can undertake effective economic development strategies.

Topics: Analysis of national and state economic conditions and policies with both positive and negative impacts on local businesses and communities; Alternative business structures in rural Wisconsin--cooperative and proprietary; Perspectives of the business sector on long run economic potential in rural Wisconsin; Creating private/public partnerships to work for local economic development; Restrictions and barriers to economic growth.

Setting: A small to medium-sized community that has maintained a strong economic base, possibly in northeast Wisconsin.

Leadership and Social Change

Objective: To involve participants in: analysis of leadership and communication styles, assessment of the impact of values and beliefs in social change, analysis of the process of social change in society, examination of their own leadership styles and characteristics, and interaction with key leaders around the state to serve as their mentors.

Topics: The impact of values and beliefs on leadership roles and effectiveness; Analysis of leadership styles; Social change and how it occurs; Role of leadership in social change; Effects of leadership roles on the personal lives of families and associates; Self-development goals and priorities.

Setting: To be determined.

Health and Human Services

Objective: To help participants examine priority needs, issues, and approaches for effective health care, ranging from prevention to treatment and after-care of physical and mental health problems over the life span.

Topics: Components of the health care delivery system; Impact of biotechnology on health care; New health care options and services and the impact of changing service rate structures; Role of health care service providers (HMO's, private hospitals, and supervised home care); Health promotion and disease prevention; Impact of the aging population on health care delivery.

Setting: Rural communities experiencing challenges in maintaining high quality health care; networking among east central Wisconsin communities in delivery.

Quality of Life

Objective: To examine quality of life standards and solutions to problems faced by people in different social, economic, and ethnic settings.

Topics: Standards for quality of life; Quality care for preschool children; Family values and support systems; Cultural and social opportunities in rural areas; Programs for senior citizens; Interactive roles of volunteers, education, government, the private sector, the church, and the family.

Setting: To be determined.

Agriculture in Transition

Objective: To examine the impact of key forces contributing to the current transition in Wisconsin agriculture; To determine initiatives to be taken to shape the direction of Wisconsin agriculture and strengthen its competitive position in the world's agricultural industry; To anticipate what effects this transition might have in different regions of the state; To examine changes in perceptions and values associated with farm life.

Topics: Long-term comparative production, marketing, and transportation advantages and disadvantages of state's agricultural commodities in the world market; Alternative financial arrangements, i.e., private venture capital, limited partnerships, and financial leasing; Impact of technology, particularly biotechnology; Impact of economic and environmental regulations and barriers; Alternatives open to rural communities to prepare for the impact of the changing structure of agriculture; Changes in land value land use, property tax, and their impact on rural communities; Policy priorities and initiatives that might be taken by state agencies, organizations, and local leaders in addressing concerns associated with the changes ahead in agriculture; Changing consumer demand as effected by such things as health concerns and new products.

Setting: Madison and vicinity.

Education

Objective: To understand comparative educational systems and approaches in achieving quality education; To explore quality education--goals and standards; To focus on education provided by public and private institutions, home schools, and public/private partnerships; To evaluate education recognizing different resources, values, and interests.

Topics: Education in a changing society--comparative systems, i.e. European, Japanese and American systems; Local school issues viewed from perspective of school boards, school administrators, teachers, students, and parents; Responsibility of the family in education; Problems of teenage dropouts and alternatives to prepare young people for life; Implications of shifting to higher proportions of state funding for public education; Problems of entering the job market in post-high school years and changing careers later in life.

Setting: Southeast Wisconsin - possibly Milwaukee and vicinity.

Public Choices in Natural Resources Management

Objective: To understand dynamics, process, use of information, and alternative approaches to making public decisions on long-term resource management issues at the local, regional, national, and international levels. Case studies illustrate a cross-section of public policy issues, in which quality environment and economic trade-offs are involved.

Topics: Management of Great Lakes resources, i.e., uses of water (industrial, municipal, agricultural, recreational, shipping); Regulation of private uses of public lands and other resources; Exploring economic, social, and political interrelationships in public policy decision making; Influence of values in policy choices; Futuristic natural resource management issues, i.e., oil and gas exploration, mining, multiple uses of public and private forest lands, Apostle Islands, National Lakeshore management.

Setting: Northern Wisconsin, Great Lakes Region

NATIONAL, REGIONAL, AND INTERNATIONAL SEMINARS

National Travel Seminar (Washington, DC)

Focuses on federal government's legislative, executive, and agency branches of government work. Examines international trade issues. Case studies highlight how: the federal government functions; leaders influence formulation and implementation of international trade policies; the private sector is involved in shaping important import/export policies, economic trends, and trade balances. (likely to include some joint activities with Rural Leadership groups from other states).

Regional Travel Seminar (A Southeastern or Southcentral State)

Focuses on rural life in a geographic area of the United States outside the North Central region - Topics such as health care delivery, public education, and development of a strong local economy. Participants will experience how people from different economic, cultural, social, and ethnic settings approach goals and priorities and the quality of life.

International Travel Seminar

Focuses on comparative political, social, and economic structures and policies in foreign countries including the roles of education, government, community organizations, and citizens in shaping the direction of public policies and programs. Participants will compare the strengths and weaknesses of different political, social, and economic systems characteristic of "underdeveloped" and "developed" economies.

INDIVIDUAL PROJECTS

Participants will be strongly encouraged to carry out a project which benefits both their own personal development and the program. Project experiences and results would normally be shared with their peers and be written as program achievements. The written version could be shared with the Board of Directors, potential donors, and candidates for future programs.

Projects could address personal growth in leadership skills or public issues or concerns. Mentors would be selected from the Board of Directors, University faculty, graduates of the Rural Leadership program or other successful leaders.

The second group of participants began July '86 and will continue until July '88. The cost is estimated at $8,000 per participant. The program is establishing a $2 million endowment. It is expected that each participant will pay personally or raise from sponsors 1/2 the cost; the other half coming from the endowment and contributions.

University of South Carolina - Columbia, SC Debora A. Ritter

SEMINAR IN LEADERSHIP 3:30-5:30, Tuesdays
Instructors: Debora A. Ritter and selected University Professionals

---

COURSE OBJECTIVES: The objectives of the Seminar in Leadership are fourfold: a) the enhancement of interpersonal communication skills; b) the development of the managerial skills necessary in leadership positions; c) the development of specific skills necessary for effecting organizational change and success; and d) the integration of a leadership and group development theory with the day-to-day operation of student organizations.

This course is designed to provide both a theoretical base and experimental exercises relevant to each week's specific skill area. Occasional weekly assignments will call for the application of skills in class to situations arising in each student's own organization.

COURSE READING: LEAD ON! A Complete Handbook for Group Leaders, Lawson, Donant, and Lawson. Articles and other reading materials will be xeroxed and distributed for some specific content areas.

ASSIGNMENTS: The assigned activities in this course are as follows: The participative, small group task structure of this course makes it essential that all class members attend and participate on a regular basis. Most class sessions will include both a theory-based introduction to the skill being discussed as well as an opportunity to test out that skill in small group exercises.

Due to the seminar nature of the classes, students are expected to complete all assigned readings before class, and be prepared to ask questions and discuss content during class. Midterm/Final: These short answer/essay exams will allow you to integrate lecture content with application in a group setting. The final will be non-cumulative. At each class meeting, you will be asked to turn in a note card upon which you have written a brief description of a personal use you have found for the material covered in class sessions. The instructors will review your notecards, add a thought or two of their own, and return them to you.

Individual or small group tasks will be assigned periodically throughout the semester dealing with the application of skills learned in class to actual leadership experience (a short typewritten paper required). These assignments may include: Leadership Style Assessment; Goal-Setting Exercise; Review of resources in Leadership Resource Center; Table Topics.

Organization Consultation will allow you to apply the skills and knowledge you learned through readings and lectures to the analysis of a student organization at USC. Your task is to be a "consultant"-to examine an organization (other than one you belong to) and develop a proposal which will assist in the development of organizational strategies that will facilitate higher goal achievement.

SPECIAL PROJECT (Choose one of the following):

1. This project will culminate in a paper summarizing three different aspects of an organizational goal-setting workshop that you will facilitate, including: Planning and Implementation; Structuring Means for Achieving Goals; and Evaluation of Progress.

2. Plan or design a program or project which involves research, contacting resource people and services available on campus or in the community. Program should be ongoing in the organization and not a "one shot" event. Include how you plan to implement and evaluate the program.

3. Choose a particular aspect of leadership, or leadership within your organization. Develop a position paper which comments on this topic, integrating learnings from class, experiences from within your group, and outside research. Explore your topic in-depth and include a description of its impact on leadership concerns. Your discussion should include a comparison and contrast of several different viewpoints from your research. A minimum of five different resources should be included.

4. If you have an idea for a project not listed here, or if none of the preceding options are appropriate, you are encouraged to discuss your situation with your instructors. You have some degree of latitude in designing your own project, and we always welcome creativity!

GRADING: is based on Attendance; Active Participation; Midterm and Final; Insight Card; Class Assignments; Organization Consultation; Special Project.

The course meets weekly and covers the following topics: Getting Acquainted and Introduction; Goal-Setting/Organizational Analysis; Leadership Styles; Student Development/Leadership Theory; Interpersonal Communication; Group Roles and Dynamics; Mid-Term; Motivation Theory; Being A Change Agent; Decision Making/Conflict Resolution; Making Successful Mistakes/ Risk Taking; Cooperation/Competition-Types of Power; Project Work; Ethical Leadership-Values Clarification; Project Presentation.

Southern Methodist University - Dallas, TX Dennis C. Roberts

LEADERSHIP AND ORGANIZATION CLIMATE. OBA 5371
Mon. 2:00-5:00 p.m., Two Teaching Assistants

PURPOSE: This course is designed to help current undergraduate students recognize and/or enhance their leadership potential for current on-campus activities and for the future leadership roles each will play. The course is taught to maximize the use of what we know about leadership from theory and research while at the same time providing opportunities to make use of current campus and community trends in order to bring these theories to reality.

UNIT I: Basic leadership introduction. This unit will establish a common set of assumptions about leadership which will provide a foundation for the rest of the course. Some of the areas covered will include: Why is leadership important? What is the history of leadership and what can be predicted about future leadership? What are key tasks or roles of leaders? How are leaders and organizations guided on values? What is the relationship between organization purpose, motivation and morale? Who are leaders? What are their characteristics and attributes?

UNIT II: The place of personality and maturity in leadership. One attribute of highly effective leaders is self-understanding. This unit will provide direct personal feedback to each class member about key personality characteristics affecting their leadership comfort or approach in one way or another. Models used include the Strong-Campbell career model, the Meyers-Briggs Type Indicator, and a measure of cognitive development based on the Perry model.

UNIT III: Gender issues in leadership. Contemporary trends require a better understanding about the differences and/or sameness between men and women. The work environment, home environment and even leisure will include both sexes. Therefore, productive human endeavor will result when differences are understood and accepted. Topics addressed in this unit include: What does it cost to men to be "on top?" How did the women's movement actually start and where are we now? What are legitimate and predictable gender differences? Should these differences be accepted or used to perpetuate superior/inferior roles among men and women? How might value positions differ among men and women as a result of gender differences? How can the "weaker sex" gain power without compromising basic nature?

UNIT IV: Power. Power is envied by some, feared by some and disdained by others. What is it that we react to when power is exercised? Alternative sources and forms of power will be explored. Some topics to be addressed are: What is the relationship between politics and power? What is the contemporary role of the media in making leaders? Do events make leaders or leaders make events?

UNIT V: Motivation. What draws us to act or take a position will be explored. Values, ethics and social conscience will be considered as potential sources for taking leadership. Issues of how purpose emerges and what the consequences can be will be observed through the study of the emergence of the civil rights movement.

UNIT VI: Change and crisis in leadership. The contemporary age presents many potential dilemmas or crises of immense proportion. Leaders may initiate change or change may be imposed by others or a shift in the broader environment. Considerations will include: What kinds of organizations foster or inhibit change? How can a leader be effective in a change-oriented environment? How are judgments made as to the proper balance of change and stability? What are the repercussions in stress and strain for leaders in changing organizations? Are some leaders more susceptible to demise in high-change situations than others?

SPECIFIC READINGS AND ACTIVITIES WILL BE OUTLINED IN A CLASS CALENDAR.

REQUIREMENTS: Texts - Leadership Dynamics by Edwin P. Hollander is the major background text. A collection of other readings will be available for purchase.

ATTENDANCE: Class participation is envisioned as an integral part of the learning experience in this course. Attendance will be regularly checked.

TESTS: Two major exams primarily of the essay type.

A paper to be written based on issues studied in class analyzing either a contemporary or historical leader. This may be done by studying biographical writings of leaders and analyzing these records or, if a contemporary leader is selected, interviews may be used to gather this information.

PROJECT: A case analysis or organization intervention completed by each student (may be done in pairs or threes). The purpose will be to complete an analysis of an organization or environment and to write a paper summarizing the findings and providing insights regarding organization strengths, weaknesses and possible recommendations for improvement. A student organization, business, educational institution or sub-department or political entity may be used for this purpose. An alternative to this case analysis would be to collect and/or prepare materials for the new leadership resource center which will be housed in the new Hughes-Trigg Student Center.

LEADERSHIP GOALS: The percentage of weight placed on course requirements follows: 20% First Exam; 20% Second Exam; 20% Leadership analysis paper; 20% Case analysis or intervention; 10% Class participation and attendance; 10% Prepare summary paper of implications of readings and serve as discussion leader for one class period.

CALENDAR OF READINGS AND ACTIVITIES

Session	
1	Basic Leadership Introduction Readings: Perry; "Images" by Gardner; Chronicle by Gardner; Crupi; " The Task of Leadership" by Gardner; "Exploring Leadership" by NACLO, Chs. 1-3, Hollander.
2	Reading: Chs. 4-6, Hollander
3	Reading: Chs. 7-8, Hollander; "Heroes and Ideologues" from Leadership by James MacGregor Burns; "Moral Leadership in the Corporate Setting" by William F. May from Profits and Professions by Robinson, Pritchard and Ellin.

Session (cont'd)

4 Personality and Maturity. Reading: "Antigone" - Abstract; "Antigone" excerpt by Jean Anouilh; "Antigone" excerpt by Sophocles.

5 Reading: "Temperament in Leading" from Please Understand Me by David Keirsey and Marilyn Bates.

6 Gender Issues. Reading: "Lysistrata of Aristophanes" translated by Robert Henning Webb; "Choice of Heroes" by Mark Gerzon, pp. 103-119 and 231-262.

7 Reading: "The Costs of Being on Top" by Mark E. Kann from NAWDAC Journal, Summer 1986 issue; Sojourner Truth and others from An American Woman's Movement.

8 Power. Reading: "Essence of Politics" from Politics as Leadership, Robert C. Tucker.

9 Reading: "Right Power" from Aquarian Conspiracy, Marilyn Ferguson.

10 Motivation. Reading: Brother to a Dragonfly, Will Campbell, pp. 131-135 and 208-212; Martin Luther King speeches from Famous Sermons and Public Addresses.

11 Change and Crisis. Reading: "Athletics at SMU" by Douglas Lederman from the Chronicle of Higher Education, January 7, 1987 issue; Changemasters, Rosabeth Moss Kanter; "Learning the Art of Leadership", Harlan Cleveland from Twin Cities Magazine, Aug. 1980 issue.

Air Force ROTC - Maxwell Air Force Base, AL James S. Roberts

TEACHING AIR FORCE LEADERSHIP IN AFROTC

Our mission is to recruit, educate, and commission officer candidates through a college campus program based on Air Force requirements. Leadership is taught 23 hours in classroom and 120 hours out of classroom.

ACADEMIC CONTENT

Human Motivation: McGregor, Maslow, Atkinson, McClellan, Herzberg, Vroom, Skinner, Massie & Douglas
Individual Behavior Process: Perception, needs, self-concept, roles, attitudes, opinions, defense mechanisms, Johari Window
Human Groups: Formal and informal groups, norms, Homans and Whyte's A-I-S theory, group leadership
Introduction to Leadership: Leadership vs. Management, Bowers and Seashore, Zaleznik, Lester
Personal Perspectives on Leadership: Views, e.g. Bradley, Taylor, Gaylor.
Leadership Traits: e.g. Catton, Lawrence, Bach
Leadership Models: Likert, Blake-Mouton's Managerial Grid, Fiedler's Contingency Theory, Hersey-Blanchard's Situational Leadership
Followership: Crockett, Bishop, Short
Command: Leadership as applied by a typical Air Force commander

CLASSROOM TEACHING TECHNIQUES

Most lessons consist of a one-hour classroom period using a combination of lecture, student presentations, guided discussions, and guest speakers to achieve learning objectives. Case studies, student exercises and simulations are integrated throughout the curriculum including Group Member Roles/Group-on-Group Observation; Military Maze Exercise; Case Studies in Situational Leadership; an In-Basket Exercise.

Leadership Laboratory: Students plan, organize and implement cadet corps operations mirroring the structure of a typical Air Force organization. This practicum is cadet run and allows students to learn by doing in an Air Force environment. (120 hours out of classroom) Junior and senior cadets instruct freshmen and sophomores in military customs and courtesies, drill and ceremonies. Activities include long-range planning, evaluation, operating promotion systems, and inspections.

BASIS FOR CURRICULUM

The ISD process is thoroughly integrated in curriculum development. AF Human Resources Laboratory studies and Occupational Measurement Center surveys are used in developing system requirements. The Precommissioning/Initial Education Memorandum of Understanding defines curriculum subject areas and goals among all Air Force commissioning programs.

AFROTC graduate surveys are examined to refine curriculum requirements.

In addition, we are responsive to command input to curriculum topics and remain within constraints established in USC Title 10, Chapter 103, DOD Directive 1215.8, Section IV-A ad AFR 45-48.

LEADERSHIP LABORATORY

Leadership Laboratory is taken an average of 1 hour per week throughout the student's enrollment in AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. It involves a study of Air Force customs and courtesies; drill and ceremonies; career opportunities in the Air Force; and the life and work of an Air Force junior officer. Students develop leadership potential in a practical, supervised laboratory, typically including field trips to Air Force installations throughout the United States.

The first 2 years of LLAB involve activities classified as initial leadership experiences, including a study of Air Force customs and courtesies, drill and ceremonies, giving military commands, instructing, correcting, evaluating the preceding skills, studying the environment of an Air Force base, and learning about career opportunities available to commissioned officers. The last 2 years consist of activities classified as advanced leadership experiences, involving the planning, organizing, coordinating, directing, and controlling of military activities of the cadet corps, preparation and presentation of briefings and other oral and written communications, and interviews, guidance, and information to increase the understanding, motivation, and performance of other cadets.

AFROTC LEADERSHIP LABORATORY GOALS

AS 100

Know: the benefits and opportunities associated with an Air Force career; how various base units contribute to mission accomplishment; the Air Force and AFROTC grade structure; the privileges and responsibilities of an Air Force commission.

Demonstrate: correct wear of the uniform; all basic individual drill positions and movements; all flight movement procedures.

Apply: common USAF customs and courtesies in the AFROTC cadet environment.

AS 200

Demonstrate: ability to give commands effectively in individual drill positions and flight formations; effective execution of all cadet officer functions associated with a parade ceremony; effective execution of all squadron drill movements.

Know: how to instruct AS 100 cadets in individual drill and flight movements; the Air Force base environment in which the USAF officer functions; the career areas available based upon their academic major.

Comprehend: the importance of and preparation for Field Training; the privileges and responsibilities associated with an Air Force commission.

AS 300

Apply: effective human relations in dealing with superiors, peers, and subordinates; leadership and management competencies through participation in advanced leadership experiences; leadership principles in the conduct of military drill and ceremonies as required for the operation of the cadet corps.

AS 300 (Cont'd)

Know: how to evaluate AS 200 cadets in their role as instructors and leaders; how to select the Air Force Specialty Codes that are compatible with their academic major.

Comprehend: the AS 100 and AS 200 Leadership Laboratory goals; the importance of developing proper health habits in order to live a more complete life.

AS 400

Apply: effective human relations when dealing with superiors, peers, and subordinates; effective leadership and managerial techniques with individuals and/or groups.

Comprehend: their own leadership and managerial abilities; factors which will facilitate a smooth transition from civilian to military life.

AS 300 — AIR FORCE LEADERSHIP AND MANAGEMENT

Description

A study of leadership and management fundamentals including blocks of instruction on communicative skills and military ethics. Case studies examining Air Force leadership and management situations. A mandatory Leadership Laboratory providing advanced leadership experiences in officer-type activities, as well as applications of leadership and management principles in this course.

Course Goals

To apply: listening, speaking, and writing skills in Air Force peculiar formats and situations with accuracy, clarity, and appropriate style.

To comprehend: the managerial and leadership responsibilities of the Air Force junior officer; the basic concepts of individual motivation, organizational dynamics, and leadership in relation to the duties of the Air Force junior officer; the decision making process as it relates to the duties of the Air Force junior officer; the responsibility, authority, and functions of an Air Force command and staff; the counseling responsibilities of the Air Force officer.

Course Outline

Communicative Skills: Communication, Research, Writing, Intra-staff Communication, Oral Communication Listening.
Management Fundamentals: History of Management, Management Forces, Motivation, Individual Behavior, Human Groups, Organizational Structure.
Leadership: Leaders vs. Managers, Personal Perspectives, Leadership Traits, Likert, Managerial Grid, Fiedler's Contingency Model, Situational Leadership, Followership, The AF Commander.
Planning, Organizing, and Coordinating: Management Systems, Decision Making, Strategic/Tactical Planning, Coordination.
Staffing and Controlling: Staffing, Counseling, Performance Appraisal, OERs, APRs, Officer Career Management, Civilian Personnel, Controlling.
The Manager and Reality: Power and Politics, Tactics, Managing Change, Conflict Resolution, Integration and Innovation, Ethics and Standards of Conduct.
Testing and Administration

An integrated management course emphasizing the concepts and skills required by the successful manager and leader. The curriculum includes individual motivational and behavioral processes, leadership, communication, and group dynamics providing the foundation for the development of the junior officer's professional skills (officership). Course material on the fundamentals of management emphasizes decision making, the use of analytic aids in planning, organizing, and controlling in a changing environment, as necessary professional concepts. Organizational and personal values (ethics), management of change, organizational power, politics, and managerial strategy and tactics are discussed within the context of the military organization. Actual Air Force case studies are used throughout the course to enhance the learning and communication process.

Alverno College - Milwaukee, WI

Greta Salem
Kathleen O'Brien

LEADERSHIP EDUCATION

Developing Leadership Potential In The General Education Program

Alverno views citizenship and leadership, as it does the other competences in its curriculum, as a set of abilities and orientations that are developed by students in a sequential fashion over time. The faculty believes that these abilities are multifaceted and require multiple opportunities to develop. Accordingly, learning experiences which meet the criteria specifically spelling out the developmental sequence of these competences are incorporated into appropriate courses across the curriculum.

Two assumptions are implicit in our strategies for assisting students to develop their leadership potential. First, we place leadership education at the top end of a continuum which starts with a focus on the role of the citizen. For we believe that contemporary students, who typically place primary emphasis on their career objectives, must develop both an appreciation of their positions in the local, national and international socioeconomic and political systems and an understanding that these carry with them both benefits and responsibilities.

Secondly, we believe that all of our students, not only those who will ultimately take on formal leadership roles, will need to exercise leadership in a number of different settings and will thus need to understand and practice the modes of analysis and behaviors that distinguish leaders from followers. In sum, we believe that leadership education should be a component of general education rather than training for an elite.

Because of the multifaceted nature of the leadership ability, Alverno students who are working to develop problem solving, analysis, valuing, communication and social interaction abilities are engaged in a number of learning experiences frequently included in leadership education programs. In addition all students participate in a number of activities during their freshman and sophomore years which provide data to them about their leadership potential. These are:

1. **Freshman and Pre-professional Seminars:** These seminars focus on Communications and Social Interaction abilities, and provide opportunities for self assessment and career development. Students begin an Academic and Career Journal that will be kept for four years. They also interview alumnae professionals who provide information on their experience as professionals and leaders.

2. **Integrated Competence Seminar (ICS):** This four-hour long simulation assesses the student's communication, analysis, valuing and problem solving abilities. The student is given feedback on her performance by a retired executive and an Alverno alum.

However, the criteria particularly relevant to citizenship and leadership are most explicitly spelled out in the "Taking Responsibility for the Global Environment" and the "Effective Citizenship" abilities. As is the case in the development of all of our abilities, we require students to participate in a number of learning experiences available across the curriculum which meet the criteria established by the two abilities.

The "Global Environment" ability calls for the design of learning experiences that focus attention on the complex interrelationship between the person and the environment. This focus is found in science courses dealing with pollution, acid rain and toxic waste issues; in social science courses examining poverty, international trade and war and peace; and humanities courses examining the nature of freedom and equality.

The "Effective Citizenship" ability calls for the design of learning experiences that focus attention more specifically on roles, institutions and organizations in a number of introductory level courses across the curriculum. Students become familiar with a wide range of social and political institutions and learn to appreciate the varying perspectives associated with varying roles, status positions and institutional affiliations as well as those related to one's position in the social stratification system.

Building on this substantive base, students are then required to apply what they have learned in two internship experiences. The first, associated with the student's career interest, provides the experience of taking on a new role in a different institutional setting. All internship students keep logs in which they describe and reflect on their experiences. They also participate in a weekly seminar which provides an opportunity to share and process their experiences and which assists them to analyze their organizations and their particular position within them.

For their second experience we encourage students to volunteer in a more "public service" oriented on or off campus organization which allows them to define a role for themselves requiring them to take some initiative and responsibility. Students keep an "analytic" log in which they record and analyze their experiences and then determine what strategies they need to develop to achieve their personal and the organization's goals. These students also participate in a six session seminar that is designed to help them understand and develop the orientations, skills and dispositions identified in the leadership literature. In this seminar students become familiar with some of the literature: they participate in a conflict resolution training workshop; and they work on developing the abilities to envision change; to motivate and organize others, and to persist in efforts to overcome obstacles. In addition they work with local leaders who serve as both role models and mentors.

DEVELOPING LEADERSHIP POTENTIAL IN THE MAJOR: BUSINESS AND MANAGEMENT

Although citizenship and leadership education is an essential component of Alverno's general education program, several majors at the college have been attempting to develop leadership potential as an explicit outcome of their programs of study. Consequently, in 1984, Alverno joined an alliance of colleges and universities which is sponsored by the National Association of Bank Women and the National Executive Service Corps and whose purpose is to support leadership education at member schools. Each member's school has its own unique leadership education program but each can call on the services of experienced executives from both the NESC and the NABW to assist in planning and implementing their programs. At present, this more intensified focus on leadership education is being implemented in the Business and Management major. A description of its activities follows.

SELF-ASSESSMENT OF LEADERSHIP POTENTIAL THROUGH EXPERIENTIAL LEARNING

Each student in the Business and Management major is asked to self-assess her leadership potential using the leadership frameworks which she has learned in her business courses. This self-assessment experience is integrated into a required 5th semester course which involves the student in off-campus field work. The student not only uses the frameworks from the discipline (for instance, she might use the Hersey/Blanchard situational leadership model to evaluate her usual style) but also receives new input on what leadership "looks" like in different organizational settings. To this end, each student watches a series of videotapes produced by the NABW and directed to the needs of women who are attempting to develop their leadership abilities. In the past, members of NESC and NABW have been invited to speak to the Experiential Learning Class and to assist the instructor to give feedback to each student on her leadership self-assessments.

PANEL PRESENTATIONS BY MILWAUKEE AREA LEADERS

Since one of the purposes of this component of leadership education at Alverno is to demonstrate to our students that leadership can take many shapes and forms in both the private and public sectors, our NESC and NABW representatives have helped the faculty identify and then invite to Alverno prominent Milwaukee-area leaders. These leaders have presented panels on what effective leadership is from their unique perspectives.

SENIOR SEMINAR ON WOMEN AND LEADERSHIP

Finally, all students in the Business and Management major are invited to participate in a senior seminar on women and leadership. The student delves into the literature on leadership in general and issues related to women in leadership in particular. Since each student has been self-assessing her growing leadership potential as she has moved through the curriculum, a major goal of the seminar is to engage the student after she graduates. She is also asked to take on some leadership responsibility during the course which is monitored and reflected on during the course of the seminar.

DEVELOPING LEADERSHIP POTENTIAL IN THE MAJOR: SOCIAL SCIENCE

Alverno is a member of the Public Leadership Education Network (PLEN), a group of women's colleges committed to developing programs that will interest students in and prepare them for public sector leadership roles. This commitment is reflected in a number of courses in the Social Science curriculum which are designed to: 1) increase student's knowledge about the political system; 2) identify avenues for political participation at the local level; 3) create an awareness of the differential public policy impact on the lives of women; 4) help students develop the skills required for effective political action; and 5) provide role models by bringing on campus women elected officials, government bureaucrats and community activists. In addition, students get direct experience in policy analysis in internship and applied research projects, and they write and edit a newsletter devoted to public policies particularly relevant to women's lives.

Oregon State University - Corvallis, OR Donald R. Sanderson

ASOSU FIELD TRAINING: PS406 (3 credit hours per term)

PURPOSES: To provide an opportunity for students engaged in functional leadership positions in Associated Students of Oregon State University Government to participate in seminar discussions and practicum experiences concerning broadly utilized governance and management concepts, the operation of the ASOSU Government, and the effective participation of students and citizens in governance and management. In recognition of the expanded role of students in the operation of the University and the various levels of government, and in recognition of the educational value derived from a program combining didactic and experiential learning, eligible, enrolled students will be granted appropriate pass/no pass credit.

OBJECTIVES: To improve student's understanding of the role of student government in University governance and management; To increase the effectiveness and efficiency of student participation in student and university governance; To expand the student's understanding of the role of students as citizens; To increase the effectiveness and efficiency of student participation in various levels of civil governance and management; To extend the students understanding and expertise in intra and interpersonal relationships.

The student must be currently functioning in a leadership position, elected or appointed, under the auspices of the Associated Students of Oregon State University and have the consent of the listed instructor for the class.

General responsibility for the course will be assumed by a member of the Department of Political Science with day to day responsibility exercised by a member of the student services staff. The listed instructor will function as facilitator and coordinator rather than subject matter expert, working closely with the ASOSU 1st Vice President who has co-responsibilities for class management.

The class will utilize student initiative and the expertise of invited specialists; it will meet for two hours five times per term in the evening and will include a topic directly related to governance and management functions at OSU that involve students including cognitive and affective content designed to promote student development for improved functioning in the society beyond the university. Class sessions involving outside specialists on topics of general interest may be opened to interested persons not enrolled in the class.

A portion of each class may include reports by enrolled students on projects they have selected as a part of the class requirements. The class is not intended as an extension of ASOSU, but will complement student experiences in ASOSU and will expand the individual student's understanding and performance in his role as a citizen.

The instructor in conjunction with ASOSU 1st Vice President, may alter order or content of the following topics as mix of students or conditions warrant: 1. structure of ASOSU; 2. parliamentary procedure: a means to accomplishment; 3. role of elected representative: who do you represent, how?

4. communicating with and involving electorate; 5. budgeting: basic budgeting and ASOSU budgets; 6. tactics for officers and leaders; 7. group deliberations: decisions without rancor; 8. role and function of legislative committee; 9. standing and special committees; 10. governance of university; 11. student and educational change; 12. participation and personal values: is it worth it?; 13. university funding; 14. current topics.

Requirements are: 1. continued active functioning in an elected or appointed ASOSU position; 2. attendance and participation in seminar meetings (more than one unexcused absence will result in a no pass grade); 3. preparation for participation in seminar meetings by reading, research, seeking constituents opinions, and preparing questions concerning the topic scheduled; 4. enrollees must contract with the course instructors by the third week of the term to do an analytical paper (10-15 typed pgs.) in which social science concepts, fully understood, are explored and used to illuminate some behavior, situation, process, problem, or issue relating to the ASOSU, the University, or the role of students in public affairs. Concept(s) should be documented by references to scholarly sources. At least two extensive discussions of each concept should be consulted and their similarities and dissimilarities analyzed.

If phenomena of leadership are under analysis, it should be shown that these phenomena can be better understood by using concepts such as role, status, charisma, situation, influence, power, specialization, function, etc. than by use of commonplaces (e.g. "Leaders are born, not made.") This demonstration should include descriptions of facts observed by the student. It may also present and defend prescriptions (e.g., about the encouragement, control, rotation, ethics, sharing, or selection of leaders), but always making consistent and illuminating use of the concepts being employed.

The paper should illuminate appropriate value considerations. Why is the subject important? What value preferences, if any, are implied by the concepts used in the analysis?

Drafts of the paper are due by the end of the sixth week. They will be read and returned for re-working after being read by the responsible instructors in student services and in the Department of Political Science. After reworking, it will be submitted to the instructor by the week before final examinations for final evaluation and forwarded to Political Science for review and assignment of a letter grade.

A final summary and evaluation report will be due the last class meeting including: a critique of term activities and a self-evaluation of individual leadership performance in the respective ASOSU responsibilities; a discussion of benefits derived from the class experience and suggestions designed to improve the class.

All written reports on student projects are due by the last seminar meeting of the term. All enrollees may be requested to make oral presentations to the seminar about their project.

University of Minnesota - Minneapolis, MN Thomas C. Shandley

THE STUDENT LEADERSHIP DEVELOPMENT PROGRAM

THE NEED FOR LEADERSHIP DEVELOPMENT

Integral to the purposes of higher education are: the learning of competencies and skills for effective leadership; an understanding of the basic foundations of leadership; and the opportunity to discuss, apply, and evaluate one's leadership capabilities. Although a vital component, leadership is not always articulated or identified within the formal curriculum of the University. It is important for students to recognize themselves as potential leaders and to pursue opportunities that enhance and develop their leadership abilities. To lead others, they need to learn to communicate well, to listen, to persuade, to organize, to know themselves and what they value, and to be able to think analytically about the critical issues before them. Our colleges and universities, with abundant opportunities for student involvement in a variety of leadership capacities, should serve as a primary training ground for developing future leaders.

THE GOALS: To increase the effectiveness of student leaders and their student groups during their time in college; To provide the University of Minnesota and the larger community with educated and able leaders; To train the students of the University of Minnesota in the art and skill of leadership in today's world; To establish mentor-student relationships; To have students meet other students and establish an effective support network for student leaders.

THE PROGRAM: The Student Leadership Development Program has been designed to promote the leadership development of those involved through three separate, but interrelated activities: 1) A pre-assessment is done of existing skills and competencies to assist in planning the curriculum of 16 seminars. A learning contract is completed by each student. Based on these, the programs are planned, drawing upon faculty and community resources. 2) Each student is matched with an adult mentor with significant leadership experience in community or occupation. They meet at least once a week to discuss abilities, experiences and frustrations experienced by the student as a leader. 3) Fifty students are selected to participate; each is expected to hold a significant leadership position. Utilizing experiential learning theory, student organizations become leadership laboratories to practice skills and competencies discussed in seminars. Thus the cycle of leadership development becomes one of learning about the realities and requirements of leadership; discussing the application of those with a mentor; applying the knowledge within the setting of the student organization; and evaluating their progress with fellow participants and their mentor.

THE PARTICIPANTS: Fifty students are selected for the two-quarter, 18 week program by application and interview process. Selection is based on their past leadership experience, their ability to articulate what they hope to receive as well as contribute to the program, and their willingness to work on developing their leadership abilities. Participation by international, minority and other non-traditional students is encouraged.

1986/87 CURRICULUM: The first half of the curriculum is based on the pre-assessment of skills and deficiencies established by the student participants: Introduction: Utilizing the mentor; Establishing a learning contract; Understanding Leadership Styles; Motivation: Self and Others-Film: "A New Look at Motivation"; The Meyers-Briggs and Leadership; Persuasive Speaking; Delegation-What to keep, What to give up; The Art of Creative Leadership; Stress Management and Leadership.

The second half programs are developed by and, in some cases, led by the student participants: Gender Issues and Leadership; Ethical Questions in Leadership; Effective Listening; Personal Leadership Growth; The Use and Abuse of Power; Politics in Organizational Life; Volunteer Development; Ethics in Leadership: Applied through Role-Playing.

Thus, the program curriculum is a developmental process, moving from the initial skill enhancement stage to a student-initiated and involved discussion of leadership issues.

THE HIGH SCHOOL LEADERSHIP INSTITUTE
Although much of the Focus on Student Leadership development has been within colleges and universities, high schools may be just as appropriate for encouraging the future leadership activities of students. Because high schools often represent the first opportunity to get involved in a variety of student organizations, it also provides another prime opportunity for leadership experience.

The University of Minnesota High School Leadership Institute has been designed to enhance high school student awareness of the skills and abilities needed to be effective leaders. The Institute is a three-day program that combines skill-building seminars with problem-solving discussions and experiential activities. Because students learn more by doing than by observing, the sessions have built in role-play situations wherever possible. The program is held during the summer (1987 dates: August 14-16). Students in the program are selected based on their applications and geographic location. Every attempt is made to make the fifty participants as geographically and culturally representative of the State of Minnesota as possible. Students must be at least sophomores and returning in the fall.

Topics for the Institute are based on a state-wide survey of high school guidance counselors. They include: Gender Issues in Leadership; Running Effective Meetings; Creative Leadership; Leadership and Ethics; Motivating Yourself and Others; Leadership Development Through New Games; Understanding Leadership Styles; Leadership/Followership.

In addition to these formal activities, students are asked to participate in an on-going, problem solving activity that will develop their persuasive, critical analysis and judgemental skills. The overall goal of the program is to encourage high school students to explore and develop their leadership abilities, as well as, continue to develop their leadership skills as they return to their respective high schools.

University of Minnesota - Minneapolis, MN

Thomas C. Shandley
Kirk J. Millhone

EMERGE: THE FIRST STEP IN LEADERSHIP DEVELOPMENT

Many college-level students are interested in becoming involved as leaders, but may not know how to get started. The overall goal of the EMERGE Leadership Development Program is to give these students the basic information, experience and support they need to take their first steps toward becoming successful, responsible, and ethical leaders. This description covers four areas: the structure of the program; how participants are recruited and registered; how weekly meetings are planned and structured; how we recruit and train, and match each participant with already successful student leaders to function as mentors.

STRUCTURE: EMERGE is a leadership development program for students who have an interest in becoming involved as student leaders but have little or no experience or background. The program lasts for six-weeks during each quarter of the normal academic year. It is limited to twenty-five participants who pay ten dollars to participate. Participants meet each week for two hours as a group at a set meeting time. Participants also meet twice a week for one hour with their student mentor at times convenient to both. So, there is a time commitment of 4 hours a week.

REGISTRATION AND RECRUITMENT: Unlike many leadership development programs, there is no evaluation of candidates with some being chosen and others excluded. The first 25 students who fill out the application form and send in their registration fees are in the program. The only necessary qualification is interest in learning more about leadership.

The program's popularity has been high and often registration is closed the same day that it opens. There have been discussions about giving EMERGE a theme for the quarter, e.g., student governance, or international students, etc. But EMERGE has not tried using themes to restrict and target types of students for the program.

WEEKLY MEETINGS (Six, two-hour, weekly meetings). The topics of the meetings are as follows:

1st meeting: is an orientation meeting. Getting acquainted games are played, program structure is reviewed, and questions are answered. Participants meet their mentors during the last half of this meeting, then spend from one to two hours getting to know their mentors through some sort of fairly intense dyadic communication, self disclosure experience. They are given assignments on leadership to discuss at next meeting.

2nd meeting: starts with an open discussion about the nature of leadership and then introduces some basic ideas and theories about leadership. Participants are also given a simple leadership style assessment and this is discussed. The second half of the meeting is spent in brainstorming sessions and then evaluation. The goal of this hour is to come up with three topics that they as a group would like to learn more about as they pertain to leadership. These topics become the topics for the next three weekly meetings, e.g., active listening, stress management, motivation, gender issues, ethical leadership, creativity, etc.

3rd, 4th, and 5th meetings: The coordinator has the responsibility either to develop a workshop addressing the issues of interest or recruiting an outside person to do a workshop. With an outside person leave at least a half-hour for open discussion at the end of the presentation. Discussion time is repeatedly seen as the most valuable and enjoyable for the participants.

6th and final meeting: Mentors and participants attend. The first 15 minutes of the meeting are spent socializing with refreshments. The next half-hour is focused discussion. Topics are assigned asking individuals in that group to summarize the learning of the past six weeks, suggest how to improve the program, and send messages of appreciation and respect to mentors and participants alike.

RECRUITING AND TRAINING MENTORS: Talk first with staff and faculty who have contact with effective and successful student leaders. A list of names is generated and contacted. If interested they complete a "Mentor Information Request Form" asking them to review their leadership involvement, discuss their strengths and weaknesses, and indicate any preference for working with a certain type of EMERGE participant. Mentors are chosen based on this information and a match of interests with the EMERGE participant.

Mentors want to meet and get to know each other. The present schedule for mentors includes an orientation meeting, then two support/discussion meetings during the quarter in addition to coming to the first and last EMERGE meeting and meeting with their emerging leader twice a week. The time commitment for the mentor is approximately three hours a week during the program. Within the mentor training program we emphasize the role of mentor as friend, consultant, and role model.

Mentors are evaluated by their Emerge participants during the fourth week of the program. This information is passed on to the mentor as direct feedback on their role and is used in deciding whether or not a mentor will be asked to serve again.

SUMMARY: EMERGE is a short introduction to leadership concepts and skills for students who are inexperienced in the difficulties of becoming an effective leader. If the program is successful it accomplishes four goals. First, it assists emerging student leaders in becoming more aware of the skills needed for effective leadership. Second, it provides the University of Minnesota and its student organizations with educated student leaders. Third, it establishes a mentor relationship for each participant with an established student leader. Fourth, it increases the participants' knowledge of the University and its leadership opportunities.

LEADERSHIP WORKSHOPS: The University of Minnesota offers training and support for leaders who are not a part of a formal development program. The workshops coordinator acts as an organizational consultant meeting individually with a leader or set of leaders from an organization. The discussion can be initiated by the workshops coordinator or by an organizational leader. This program matches staff members trained in giving specific workshops to organizations or groups of leaders who are interested in getting training on a specific area or skill. Each academic year approximately 200 two-hour workshops are given utilizing eight staff members.

LEADERSHIP WORKSHOPS: There are eight pre-prepared workshops given to groups of leaders to help them develop their skills as leaders. They are Recruiting New Members, Conducting Effective Meetings, Motivating Your Group, Delegating Responsibilities, Effective Committees, Assertive Communication Skills, Active Listening, and Effective Leadership Transition.

ORGANIZATIONAL WORKSHOPS: There are seven pre-prepared workshops which are given to entire organizations at the request of their leaders. These workshops are given to help entire organizations work more effectively. They are Goal Setting, Recruiting New Members, Getting Committees to Work, Promotion and Publicity, Personal Time Management, Assertive Communication Skills, and Active Listening.

SPECIALTY WORKSHOPS: These are developed to address a special issue or problem and are evaluated as being effective. Examples of workshop topics include: kick-off meetings for a particular program, academic motivation, team building, inter-organization cooperation, and developing ethical responsibility.

TRAINING PRESENTERS: Each summer new presenters are recruited and trained to present workshops for the following year. Student Activities staff members give workshops as a part of their job; other members of University staff and faculty volunteer their time. Presenters are trained and certified to give particular workshops; they read background information on the workshop topic area and practice presentations that are video taped and evaluated.

EVALUATING THE PROGRAM: Each workshop and presenter is evaluated every time a workshop is given. This information is kept on file so that evaluations on strengths and weaknesses can be made over a period of time and audiences. As weaknesses are identified in a workshop structure the workshop coordinator and the certified presenters make changes to improve the workshops. Presenters are evaluated on a quarterly basis. This evaluation is based on patterns apparent in the workshop evaluation forms and on individual evaluations made by the workshop coordinator, who will visit the workshop periodically.

SUMMARY: Workshops maintain the effectiveness of student organizations and leaders. Workshops support the development of leadership as leaders wrestle with the issues and difficulties they encounter. The structure of the program permits flexibility in meeting the needs of developing leaders as their environment and issues emerge.

University of Minnesota - Minneapolis, MN George Shapiro

SPEECH COMMUNICATION 3-111

The purpose of this course is to provide the student with opportunities to examine Leadership/Followership and Management communication functions, structures, and processes as they are carried out in the cultures and subcultures in the United States.

Three methods will be used in this course: (1) Readings, lectures, and classroom discussions will be used to enrich the examination of theoretical and conceptual perspectives. (2) In a major research assignment student teams will study real leaders and those leaders communicating with their followers, peers, customers, media, and other stakeholders. (3) Students will learn about their own behaviors as leaders and followers in the specific context of their research teams, and their performance in other class activities.

The conceptual, theoretical material is arbitrarily divided into eight parts. (The reading list reflects those parts by the roman numeral at the extreme left of each reading.): I. Leadership; II. Leadership/Followership; III. Ethics; IV. Persuasion-Influence; V. Communication Skills-Listening; VI. Leadership Styles; VII. Communicating in Groups; VIII. Problems (Specifically Change).

Assignments: (Dates due have been removed by editor)

Exams: Two multiple choice exams, each counts 20% (total 40%). No final exam but you are required to attend class during final exam period.

Written Work: (1) Evaluations of group members and self; (2) Group Research Paper, 20%; (3) Individual Research Paper, (20%); (4) Research Permission Form signed by Subjects.

Oral Work: Group Oral Presentation of Research Project, (20%).

ASSIGNMENTS EXPLAINED: The Group Research Project and Paper requires you to produce three products: (1) Each individual group member will prepare a research paper which reflects individual contribution to the group project with an appendix including raw data from observations, surveys, or interviews. (2) A group written product (this may include in an appendix video, audio tapes, photographs, etc.). (3) The group oral presentation of the research project. What is the Topic for this major course project?

A DESCRIPTION AND EVALUATION OF THE COMMUNICATION OF A LEADER/FOLLOWER SYSTEM:

Who, What, where is the LEADER/FOLLOWER SYSTEM your group is to describe and evaluate? Your group is to pick a leader living in this area. Obtain her/his permission to carry out the study on the form provided. You may not use any of the ROTC staff or Dr. Shapiro as your subject.

What data should you collect and analyze? Data which enables you to describe and evaluate the communicating between: Leader and Followers, Leader and Peers, Leader and Clients/Customers, Leader and Publics, Leader and Media.

How do you get this data? Observations, Interviews, Surveys, Published Documents, ETCETERA.

What else goes into the group written and oral reports: (1) An evaluation of the Leader/Follower Communication System; (2) A clear statement of the criteria the group will be basing its evaluation upon; (3) An explanation/defense of those criteria--why these criteria?

How long may the paper be: 20 pages typed max. exclusive of appendix.

Must the paper be in the proper research paper style and form? YES!

THE INDIVIDUAL RESEARCH PAPER: What is expected: Each member of the group will prepare a paper (typed-max. 5 pgs.) in the proper form and style which reflects the data and analysis done as their individual content contribution to the group project clearly stating your specific assignment.

THE GROUP ORAL PRESENTATION: Each group will be given 20 minutes to present their results to the class and faculty. After EXACTLY 20 minutes the faculty will question the presenting group for 10 minutes. Written evaluations will be provided which include: Meeting time limits; Was the presentation: clear, well organized, interesting, making most efficient and effective use of group resources, presenting a convincing evaluation of the Leadership/Followership Communication System, dealing with questions effectively.

PERFORMANCE APPRAISAL ASSIGNMENT: An essential part of the Leader/Follower System Research Project, is this requirement to formally evaluate your team members and yourself as contributing Leaders and Team Members(Followers).

SPECIFIC ACTIVITIES:
(1) You are REQUIRED to provide performance evaluation feedback to each member of your research team twice. Forms will be provided but you may go beyond what the form requires.

(2) You will use the same format to evaluate your own performance and turn them in to Dr. Shapiro at the dates stated above.

(3) Your group will (ON THE CONDITION OF A TWO THIRDS VOTE) be permitted to:
  a. Award 5 extra points each to your research group's outstanding: (1)Leader (2) Follower. This decision must be presented in writing with the signatures of at least two thirds of your research group included. (due at end of final exam period).

  b. Reduce a non contributing member's points on the group presentation and/or the Group Research Paper up to 75% of the score attained by the group. (The penalty may be less than 75%).

BUT MEMBERS TO BE SO PENALIZED MUST BE WARNED OF THAT POSSIBILITY AND PROVIDED A DESCRIPTION OF THE SPECIFIC ACTIONS THEY MUST TAKE TO AVOID THAT PENALTY. THE WARNING MUST BE WRITTEN AND A COPY GIVEN TO THE STUDENT AND A COPY GIVEN TO DR. SHAPIRO. The decision to reduce the research team member's score must be written, include the signatures of at least two thirds of the members of the research team, and copies be given to the student and to Dr. Shapiro at the end of the final exam period. [THESE ARE IMPORTANT POWERS: "THERE ARE SINS OF OMISSION AS WELL AS SINS OF COMMISSION!" USE THESE POWERS JUSTLY (being Just to both the workers and the slackers)]

READING LIST SPEECH-COMMUNICATION 3-111

I. 1. Bennis, Warren, "The Four Competencies of Leadership," Training and Development Journal, Aug. 1984.

VI. 2. Blanchard, Kenneth, "Effective Leadership Styles," Blanchard Training and Development Inc.

VII. 3. Ch. Four--"Taking Part in Groups"

V. 4. Ch. Seven--"Listening"

I. Ch. Ten--"Taking the Lead"

IV. 5. Ch. Twelve--"Persuasion"

I&IV. 6. Ch. Fourteen--"Communication--The Big Picture"

I. 7. Burns, James M., "Prologue & Ch. 1," Leadership, Harper & Row, 1978.

V. 8. Burns, Robert K., "The Listening Techniques," U of Chicago Industrial Relations Center.

VIII. 9. Jackson, Jay, "The Organization and Its Communication Problems," The Journal of Communication, Dec. 1959.

VII. 10. Janis, Irving, "Groupthink," Psychology Today, Nov. 1971.

IV. 11. Kotter, John, "Power Dependence and Effective Management," HBR, Jul./Aug. 1977.

IV. 12. Kipnis, D. & Schmidt, S., "The Language of Persuasion," Psychology Today, Apr. 1985, Vol. 19, No. 4.

VII. 13. Likert, Rensis, "The Nature of Highly Effective Groups," from New Patterns of Management, McGraw Hill, 1961.

II. 14. Lippitt, Ronald, "The Changing Leader-Follower Relationships of the 1980s," Journal of Applied Behavioral Science, Vol. 18, No. 3, 1982.

I. 15. Mintzberg, Henry, "The Managers Job: Folklore and Fact," HBR, 1975, Jul./Aug.

VIII. 16. Peters, Thomas, "Symbols, Patterns and Settings...," Organizational Dynamics, Autumn 1978.

III. 17. Stockdale, James B., "The World of Epictetus...," Atlantic, Apr. 1978.

VI. 18. Tannenbaum, Robert, "How to Choose a Leadership Pattern," HBR, May/Jun. 1973.

I. 19. Zaleznik, A., "Managers and Leaders--Are They Different?" HBR, May/Jun. 1977.

II. 20. Zierden, W. E., "Leading Through the Followers Point of View," Organizational Dynamics, Spring 1980.

PERFORMANCE FEEDBACK FORMS Name:______________________________

*FILL ONE OF THESE OUT FOR EACH MEMBER OF YOUR GROUP AND FOR YOURSELF.

1. Your (my) strengths as a Leader were best demonstrated when you (I):

2. You (I) could be a better Leader if you (I):

3. Your (my) strengths as a Follower were best demonstrated when you (I):

4. You (I) could be a better Follower if you (I):

5. Describe the major problem of your group and what you did to relieve the problem:

RESEARCH PROJECT AGREEMENT FORM

We are students enrolled in Speech-Communication 3-111 Leadership Communication at the University of Minnesota. Our major project is a study of Leadership/Followership Communication.

We are requesting your permission to study the Leadership/Followership communication relevant to your group.

What will this involve?

1. We will produce a research report which describes the Leadership/Followership communication of your group.
2. The report will analyze the content and style of the relevant message exchanges of your group.
3. A copy of the report will be provided to you by March 20th.
4. You, your organization, and members of your organization WILL NOT BE identified by name in the research report.

How will the relevant data be obtained?

1. We wish to interview you and a sample of your followers, your peers, your public, your customers/clients and any other persons you might suggest. (1 hour maximum time per interview)
2. We wish to distribute a questionnaire to a sample of your followers, your peers, your public, your client/customers and any other persons you might suggest.
3. We will use information available through the media and organization publications available to the public.
4. With your permission we would observe meetings and public presentations.

QUESTIONNAIRES AND INTERVIEW QUESTIONS WOULD BE SUBMITTED FOR YOUR APPROVAL.

I HAVE READ THE ABOVE AND I AGREE TO PARTICIPATE IN THIS PROJECT WITH THE FOLLOWING LIMITATIONS:

Name:______________________________ Date:____________________

Rochester Institute of Technology - Rochester, NY   Nancy Shapiro

PERSONAL LEADERSHIP DEVELOPMENT PROGRAM

EACH ONE OF US CAN BE A CREATOR OF CHANGE

Some will be called leaders, some called followers, some called catalysts. Whatever the title, we all have a part to play.

PLDP is an opportunity to explore your leadership qualities and see where they fit in your world. This is a highly participatory experience covering such topics as motivation, creativity, stress, and success/failure, as well as an opportunity to look closely at your own strengths. This program is for students who are involved in clubs/organizations now, or expect to be in the future.

SESSION I (Three Hours)

A. Introductions/One quality of your leadership/Clarity of Goals/Expected Norms/Expectations.

B. Triads: First Impressions
(Anchoring/Comfort Level)

C. Tinker Toy Exercise (Double Triads)
(Small Group with task/Process dynamics and individual feelings).

D. Journal-Awareness of own behaviors and feelings over past 3 hours.

E. Closure

Sample Student Evaluation: "To the point, got going quickly, fun activities, very educational. The end group exercise was hilarious and established a sense of group camaraderie/support/trust and left everyone with a good feeling!"

SESSION II (Twelve Hours)

A. Inner/Outer Circle (Three Hours)
Intense look at leadership, membership, norms, goals in reality of a group with a task.

B. Journal

C. Play!

D. Rotating Workshops: Motivation, Success/Failure, Creativity

E. Presentation: Students present original designs and learnings (motivation, success/failure, creativity).

F. Discussion: Spontaneous Ethics/Values

G. Dinner

H. Evaluation/Journal

I. Closure/"Rear View Mirror"

"I learned, had fun, met people, and observed myself."

"I am having a great time and meeting lots of thoughtful and new people. Our discussion on ethics/values/morality brought an almost unanswerable question to mind. How do we share and communicate with other people on this level after PLDP? This is a safe place where people listen and acknowledge each other, but in real life it's not so 'perfect'."

SESSION III (Four Hours)
Guest lecturer-Psychologist
"Self-Esteem/Risk-Taking" Fully experiential Workshop

"I felt that this session really got to the heart of being a leader. Before you can lead, you have to believe in yourself, and the different ways you can achieve it were brought out very well."

"Finally, a chance to deal with issues! I loved it!"

SESSION IV (Four Hours)

A. Student submitted case studies: Small groups, each individual assigned one case study, role play/consultant/responsibility to use own strengths as he/she demonstrates his/her leadership while dealing with the issues in the case study. (Application of self-discovery and awareness of own strengths to actual leadership responsibility).

B. Positive Feedback Closure

"I love the sincerity in this group! So much love as we learn! Thank you!"

"The case study was most effective in that it allowed us to analyze our current level of leadership and the effect that PLDP has had on that development."

"PLDP was addictive. I want more!"

"All of these sessions were helpful for me. I would recommend PLDP to anyone who is really interested in learning leadership abilities, mainly by learning about yourself."

Wake Forest University - Winston-Salem, NC
Babcock Graduate School of Management

Robert W. Shively

TOPICS IN BEHAVIOR - Minimester 4, Mon. & Thur. - 8:10-9:30 a.m.

Course Description: This course addresses a number of "topics in behavior" important to managers during their careers. "Self-management" (managing oneself through the bright and bad moments that come to most highly achievement-oriented people over the span of their adult lives) used as an organizing theme in an MBA program. It looks at situations and responsibilities that a large number of managers find to be personally difficult.

Course Objectives: To understand the concepts of career and professionalism and what these terms imply; to implant awareness of effects of success and failure-type experiences on human functioning; to consider the relationship of personal and professional growth to risk-taking; to improve your ability to provide and accept feedback; to develop an ability to identify and comprehend bases of self-defeating behavior patterns; to gain in ability and determination to further one's ability to manage himself/herself through both "the best" and the most difficult periods of a career in ways that will be constructive for oneself and others.

Approach: A seminar format will be employed in most class meetings for discussion of readings, experiential learning experiences, and insights that class members may wish to share. Role plays (one video-taped outside of class) will provide both experiential learning and a basis for discussion. Occasional visitors will share insights based on personal experience and professional expertise with the class. Two papers and maintenance of a "behavioral log" are required over the minimester. The guidelines for the papers require you to apply insights, knowledge, and possibly even skills derived from the course. Note: I will not read papers that are not typed.

Behavioral Log Requirement: To accustom you to apply behavioral concepts, you will maintain a "behavioral log" during weeks three through six of this final minimester on an 8 1/2 x 11 spiral notebook.
To develop your log:

1. Describe briefly and clearly three (as an average) incidents each week that provide you with some insights about yourself as an individual heading into, or back to, a career as a manager, or about managerial and organizational life.
2. Analyze the behavior being described, using concepts from this course, as we develop and explore them, and/or behavioral concepts from other courses that you have had--i.e., try your hand at putting behavioral theory or "theory fragments" to use.
3. Comment on the managerial implications of what you have described and analyzed.

You will turn the logs in for evaluation at the beginning of Sessions 6 and 12. Your log will be a confidential document. However, I may ask you whether you would be willing to share a particular incident from your log with the class; you should feel free to refuse, for any reason whatsoever and without prejudice.

Prerequisite Knowledge: Nothing specific. Those who are willing to examine their characteristic reactions and functioning are likely to get the most out of this course. A willingness to be open to your perceptions and feelings with others constitutes an asset for all participants. However, no one will be forced to participate in this vein.

Main Topics to be Addressed: The concepts of professionalism and career; Life and career stages; Role Theory; The need for achievement and its correlate fears of success and failure; Authority, power, and ethical implications of the generation, maintenance, and employment of these capacities; Exchange Theory; Determinism; Concepts of success and failure; Reactions to success and failure; Risk acceptance/avoidance; Feedback (formal and informal); Stress; Depression; Functions, scope, and evaluation of the "helping professions"; Psychological change and growth.

Evaluation of Your Performance In the Course
Class Participation*: (Including regular attendance, taking part in learning exercises, and command of course readings) 10%-my evaluation, 20%-peer evaluation; Success/Failure Paper: 15%; Behavioral Log: 30%; Final Paper: 25%.

*Note that there are two parts to this aspect of the evaluation of your performance in this course. This component of your grade in the course will represent a combination of my evaluation and the peer evaluation of your classmates as to the degree to which your involvement in the course is seen as having promoted learning for the class as a whole.

Session

1 **Introduction and Overview**

2 Concepts of Professionalism and Career: Rd.(1) Wilensky, H.L., "The Professionalization of Everyone?", in Grusky and Miller, The Sociology of Organizations, pp. 483-501.(2) Hall, Douglas T.,"Career Choice", Careers In Organizations, pp. 10-46.

3 **Role Theory and Conflict:** Rd.(1) Bradshaw, P., "Role and Conflict" (Handout).(2) Katz, D. and Kahn, R.L., "The Taking of Organizational Roles", The Social Psychology of Organizations, (1966) pp. 171-198.

4 **Success and Failure:** (Paper Due)-Write a paper (no more than 5 pgs. approx. 1250 words) on what you regard as your most significant success and your most significant failure to date. Describe and state why you regard each as such. Describe and analyze the effects of these experiences on you; Explain and evaluate how you behaved in reaction to these experiences--in retrospect, was your behavior functional or dysfunctional for you personally and professionally (if that assessment can be made). Describe the effects of these experiences on you. Did you gain any insights from them about yourself, others, things that might be helpful to others, organizational life, etc.?

5 **Authority, Power, and Self-Concept:** Rd.(1) Blau, P.M. and Scott, W.R., Formal Organizations, pp. 27-32. (Handout).(2) Bradshaw, Pete, Personal Power, pp. 1-62.(3) Katz, R. and Kahn, R.L., "Power and Authority", The Social Psychology of Organizations (1966),pp. 199-222.

6 **Need for Achievement; Risk Acceptance/Avoidance; and Determination:** (1) First submission of "behavioral logs"; Rd.(2) Korman, A.K., Organizational Behavior,pp. 98-99. (Handout).(3) McClelland, D.C., "That Urge To Achieve", Think, 1966,pp. 82-89.(4) Sheehy, G., "Willingness to Risk," Pathfinders, pp. 76-102.

Session (Cont'd)

7 **Exchange Theory in Human Relationships:** Rd. Whyte, W.F., "Transactions" Organizational Behavior: Theory and Application, pp. 147-170.

8 **Organizational Politics:** Rd.(1) Zaleznik, A. and Kets deVries, M.F.R. "Power and Politics in Organizations", Power and the Corporate Mind, pp. 109-143.(2) Velasquez, M.; Moberg, Dennis J.; and Cavanagh, Gerald F., "Organizational Statesmanship and Dirty Politics: Ethical Guidelines for the Organizational Politician," Organizational Dynamics, Autumn, 1983, pp. 65-80.

9 **Understanding Stress and Its Management:** Rd.(1) McQuade, W., and Aikman A., "Stress and the Drive for Success", Stress, pp. 201-216. (2) Levinson, H., Executive Stress, Part I: Work and Mental Health, and Part II: Fear, Anger, and Self-Doubt, pp. 3-80.

10 **Providing and Accepting Feedback:** Rd.(1) Anderson, J., "Giving and Receiving Feedback", Personnel Administrator, Mar.-Apr., 1968, pp. 374-381.(2) DeVries, D.L., Morrison, A.M., Shullman, S.L., and Gerlach, M.L., "The Human Context of Performance Appraisal", Performance Appraisal on the Line, Ch. 4, pp. 60-77.

11 **Responsibility of Making and Communicating Decisions:**Rd.(1) Tannenbaum, R. and Schmidt, W.H., "How to Choose A Leadership Pattern", HBR , May-Jun., 1973.(2) Kanter, Rosabeth M., "Dilemmas of Managing Participation", Organizational Dynamics, Summer 1982, pp. 5-27.(3) Whitney, G.G., "When the News is Bad: Leveling with Employees", Personnel, Jan.-Feb., 1983, pp. 37-45.

12 **Organizational Rejection:** (1) Second submission of "behavioral logs". Rd.(2) Gooding, J., "The Art of Firing An Executive", Organizational Reality: Reports From the Firing Line, pp. 58-65.(3) Fulmer, W.E., "How Do You Say, 'You're Fired'"? Business Horizons, Jan./Feb. 1986, pp. 31-38.(4) McCall, M.W., and Lombardo, M.M., Off the Track: Why and How Successful Executives Get Derailed, pp. 1-14.(5) Kessler, F., "Managers Without A Company", Fortune, Oct. 28, 1985, pp. 51-56.

13 **Origins, Effects, and Management of Depression:** Rd.(1) Brammer, L., and Shostrom, E., Therapeutic Psychology, 1968, pp. 3-25.(2) Levinson, H., "On Executive Suicide", HBR, Jul.- Aug., 1975, pp. 118-122.(3) Proctor, R.C., "On Depression...the Common Cold of Mental Illness". (Handout) (4) Sheehy, G., "Coping and Mourning", Pathfinders, pp. 302-322.

14 **Responsibility for Making Things Work Out:** Rd.(1) Ritchie, J.B. and Thompson, P., "Managing Your Manager: The Effective Subordinate", in Organizations and People, pp. 333-341.(2) Horton, T.R., "Making the Most of Career Ups and Downs", Management Review, March, 1984, pp. 2&3 (Handout).(3) Zaleznik, M. and Kets deVries, "Disappointment", Power and the Corporate Mind, pp. 196-214.

15 **Management of Self:** (Final Paper) Write a paper of (no more than 6 pgs. approx. 1,500 words) in which you: (1) Lay out what you now see as your personal and professional goals for the years ahead of you. (2) What would constitute success for you in respect to these goals? (3) What would be the most serious failure that you could experience in relation to these goals? (4) State why you would expect this experience (the failure) to affect you so severely. (5) Describe how you would propose to manage yourself in respect to the area of success that would be of greatest importance to you.(6) Do this, as well, for the failure specified in Step 4, above. NOTE: This paper will become 25% of your grade.

NOTE: You have input into my decision making about changes in this course.

Ohio State University - Columbus, OH
Leadership Development in Agriculture: 3 Credit Hours

Keith L. Smith

AGRICULTURAL EDUCATION 342

COURSE DESCRIPTION: The purpose of the course is to develop an understanding of leadership with particular emphasis on theory and practice relative to effective functioning as leaders in an agricultural and agriculturally related setting.

COURSE RATIONALE: Research indicates a need for agricultural leadership development. For example, a study conducted in Nebraska revealed a need for Extension Agents to know more about leadership development and the use of leaders in conducting the Extension program. A national agribusiness symposium, consisting of deans and directors, agribusiness leaders and department chairmen, held on the OSU campus on April 26 and 27, 1977 recommended that an agricultural leadership course be offered by every college of agriculture in the nation. Other agriculture colleges in major universities have recognized the need for development of agriculture leadership courses stressing theory, skills, interaction techniques, and motivational instruction. The University of Minnesota has such a course on leadership development taught by the Assistant Dean of Agriculture. Other major universities also have such courses.

This course will offer systematic instruction in the theories, skills interaction techniques and motivation necessary to help prepare a broad range of individuals but especially agribusiness, Extension and related agriculture graduates to be more able leaders for both job related and community activities.

PURPOSE: The purpose of the course is to develop an understanding of leadership with particular emphasis on theory and practice relative to effective functioning as leaders in an agricultural or agriculturally related setting.

OBJECTIVES: After the completion of this course the student will have...

1. developed an understanding of the theoretical background of leadership through a study of selected research;

2. been provided practical small group participation experience through class presentations on techniques of leadership;

3. been provided an opportunity to grow in leadership knowledge, skills and abilities;

4. grown in leadership self-awareness and in understanding his/her style of working with and relating to others and to begin to make appropriate modifications;

5. learned to apply the fundamentals of evaluation to their own and group-related leadership development processes.

COURSE OUTLINE: (Session)

1 Introduction, 4 Levels of Being, Know Thyself
2 Four Kinds of Knowledge
3,4 Individual Development-Personal Objectives, Habit Formation and Alteration, Self Motivation and Attitudes--Gordon, Ch. 2.
5,6 Becoming an Effective Leader-Definition of Leadership, Characteristics, Types, Roles and Styles--Gordon, Ch. 1; Cathecart, pp. 367-445.
7,8 Acceptance as a Leader, Problem Solving, Motivation, Persuasive Speak--Gordon, Chs. 2-4; Cathecart, pp. 135-210.
9 Communications Between Leaders and Groups, Principles of Communication, Effective Listening--Gordon, Chs. 5-6; Cathecart, pp. 211-366.
10 Making The Leadership Team Effective--Gordon, Ch. 7.
11 **Mid-term**
12-15 Group Presentations
16 Group Interaction--Using Groups in Planning and Problem Solving, Conducting Meetings, Conflict Management, Using Committees--Gordon, Chs. 8 & 9; Cathecart, pp. 1-61.
17 Leaders and Ethics in Leadership
18 Applying the Fundamentals of Evaluation to Leadership--Cathecart, pp. 447-491.
19 Basic Habits of Highly Effective People--Course Summary

REQUIRED TEXTS: Cathecart, Robert S. & Larry A. Samovar. Small Group Communications, A Reader, William C. Brown Company, Dubuque, IA, 4th Ed.,1984.
Gordon, Thomas. Leader Effectiveness Training--L.E.T. Wyden Books, 1977.

REFERENCES

Beach, Dale S. Personnel, The Management of People at Work. MacMillan Publishing Co., Inc. New York, NY, Third Edition, 1975.
Beal, George M., Joe M. Bohlen & J. Neil Raudabaugh. Leadership and Dynamic Group Actions. The Iowa State University Press, Ames, IA, 1962.
Burns, James MacGregor. Leadership. Harper Colophon Books, Harper & Row Publishers, Inc. New York, NY, 1978.
Cartwright, Dorwin & Alvin Zander. Group Dynamics. Evanston, IL: Row, Peterson and Co., 3rd Ed., 1968.
Hagsberg, Janet O. Real Power: Stages of Personal Power in Organizations. Minneapolis, MN: Winston Press, Inc., 1984.
Hunsaker, Phillip L. & Anthony J. Alessandra. The Art of Managing People Englewood Cliffs, NJ: Prentice Hall, 1980.
Human Resources. Prentice Hall, Inc. Englewood Cliffs, NJ. 4th Ed.
W. K. Kellogg Foundation. Development of Rural Leadership: Problems, Procedures and Insights. Battle Creek, MI, 1982.
Naisbitt, John. Megatrends. Stroudsburg, PA. Hutchison Ross Publishing Co. 1981.
Newman, James W. Release Your Brakes. Charles Slack, Inc., 1977.
Peters, Thomas J. & Robert H. Waterman, Jr. In Search of Excellence. Harper & Row Publishers, New York, NY, 1982.
Rosenbach, William E. & Robert L. Taylor. Contemporary Issues in Leadership. Boulder and London: Westview Press, 1984.
Schumacher, E.F. A Guide for the Perplexed. Harper & Row Publishers, Inc. New York, NY, 1977.
Stogdill, Ralph M. Handbook of Leadership. New York: The Free Press, 1974.
Trecker, Harleigh B. & Audrey R. Trecker. Working With Groups, Committees, and Communities. Follett Publishing Company, Chicago, IL, 1979.

DESCRIPTION OF ASSIGNMENTS:

Exams: Mid-term will cover material up to the exam date. Final exam will be comprehensive.

Group presentations: Class will break up into small groups and select the topics they wish to present (e.g., small group discussion, symposium, panel discussion, nonverbal communication, interview, lecture, brainstorming, role playing, workshop, conferences, institutes, icebreakers, parliamentary procedure, other appropriate techniques. Evaluation for this will be by peers according to the attached sheet (see Leadership Presentations).

Research: All of your readings should deal with a leadership topic such as motivation, types of leadership, roles of the leader, conflict management, etc.--not more than one article from a weekly news magazine or newspaper.

I. Biographical Information: Author; Title; Source; Name of Journal; Title of Book, etc.; Page Numbers.

II. The Subject of the Article or Book (Briefly; 1 page or less)

  A. What was the article all about. This should tell the basic points that the author made.
  B. Be sure that this is a short summary of the basic ideas.
  C. It may be appropriate to outline the basic points. Some articles however, do not lend themselves to outlining. (This should be done for each of the four articles. One typed, double-spaced page is usually enough for each.)

III. After steps I and II for each of the four articles--What is your reaction to the topic--this is the most important part of the critique.

  A. Did you like it?
  B. Do you agree with the author?
  C. Have other authors made the same point?
  D. Have other authors made different and conflicting points?
  E. How does the article relate to your experiences?
  F. Would you recommend this article to others?

Involvement: Will be graded by individual.

STUDENT EVALUATION:

Two Exams: Mid-Term-100 pts., Final-200 pts.
Group Presentation on Techniques-100 pts.
Research (choice): 4 articles-critique of readings; 1 book-critique of book dealing with leadership; other-see instructor-100 pts.
Involvement in Class Discussion-25 pts.

PERCENTAGES:

A = 100-94, A- = 93-90
B+ = 89-86, B = 85-83, B- = 82-80
C+ = 79-76, C = 75-73, C- = 72-70
D = 69-60
E = Below 60.

CLASS REPORT EVALUATION: LEADERSHIP PRESENTATIONS

Please be as objective as possible! Do not consider the brightness of eye, the color of hair, or the cut of the clothes--unless it relates to the presentation.

Think of this as a constructive critique.

EVALUATION CRITERIA	POSSIBLE PTS.	PTS. EARNED
A. INTEREST Did the presentation keep your attention?	20	
B. AUDIENCE PARTICIPATION Did they involve the class?	20	
C. CREATIVITY Did they present the topic in a new or refreshing way?	20	
D. KEY POINTS Did they stress the important points and tie them in?	25	
E. SUBMITTED OUTLINE (Judged by teacher!)	15	

POSSIBLE STUDENT SCORE 100 **TOTAL STUDENT SCORE** ________

COMMENTS:

University of Maryland - College Park, MD
College of Business and Management

Kenneth G. Smith

ENTREPRENEURIAL AND STRATEGIC LEADERSHIP: BMGT 798 B

COURSE DESCRIPTION

Offers MBA students the opportunity to understand top-level leadership roles in different kinds of organizations. Leaders from firms in different stages of organizational development (entrepreneurial vs. mature organizations) will be invited to present and discuss their views on leadership. These presentations, readings, cases, and book reports will serve as a basis for class discussion and evaluation. We will study entrepreneurial and strategic leadership as it relates to: new venture formation, organizational innovation, organizational change, power and risk-taking.

TEXT

Leadership in Organizations by Gary Yukl; Prentice Hall 1981; Englewood Cliffs, NJ.

GRADING

Critiques - 40%; Book Report - 30%; Test - 20%; Participation - 10%.

OUTLINE AND SCHEDULE

Session
1: Introduction
2: What is leadership? Yukl: Chs. 1&2; McClelland, 1970; Hayes and Abernathy, 1980.
3: Leadership & stages of development. Greiner, 1972.
4: Leadership behaviors. Mintzburg, 1975; Kotter, 1982; Yukl: Ch. 5.
5: Leadership traits. Smith & Harrison; Yukl: Ch. 4.
6: Leadership types & situations. Yukl: Ch. 6.
7: Entrepreneurial leader & stage 1. Brockhaus, p.39; Livesay, p.7; Stevenson & Gumpert, 1985.
8: The coordinating leader & high growth stage. Read Kotter, 1977; Yukl: Ch. 3?
9: The political leader and maturity. Read Wrapp, 1967; Quinn (tba), TEST.
10: Case. Enterprise Mfg. Co.
11: Presentation. Dr. Donald Orkand, President, Orkand Corp.
12: Critique. One page paper due.
13: Presentation. Entrepreneur.
14: Critique. One page paper due.
15: Presentation. Howard Platt, Senior Vice President, U.S. Shoe Corp.
16: Critique. One page paper due.
17: Presentation. William E. Mayer, Managing Director, First Boston Corporation.
18: Critique. One page paper due.
19: Presentation. Non profit organization.
20: Critique. One page paper due.
21: Presentation. Gail Winslow, Vice Chairman, Ferris & Co.
22: Presentation. Robert Franco, President, Transportation Services, Division of ARA Services.
23: Critiques. Two one page papers due.

24: Presentation. Melvin McCubbin, Vice President, Martin Marietta Corp.
25: Critique and Summary. One page paper due.
26: Book Review Presentation. Class presentation.
27: Book Review Presentation. Class presentation.
28: Summary from theory.
29: EXAM

SELECTED BIBLIOGRAPHY

Ackerman, C.W., George Eastman. Boston: Houghton Mifflin, 1930; Allen, H., The House of Good Year. Akron, Ohio: The Good Year Tire and Rubber Co., 1949; Belden, T.G. and Belden, M.R., The Lengthening Shadow. Boston: Little, Brown, and Co., 1962; Boas, M. and Chain, S., Big Mac: The Unauthorized Story of McDonald's. New York: E.P. Dutton and Co., Inc., 1976; Broderick, J.T., Forty Years with General Electric. Albany, N.Y.: Fort Orange Press, 1929; Campbell, M., and Hutton, H., Herbert H. Dow. New York: Appleton-Century-Crofts, Inc., 1951; Deupree, R.R., William Cooper Procter, Industrial Statesman. New York: The Newcomen Society in North America, 1951; Dutton, W.S., Du Pont, One Hundred and Forty Years. New York: Charles Scribner's Sons, 1942; Ganbedsan, H.G., George Westinghouse: Fabulous Inventors. New York: Dodd, Mead and Company, Inc., 1946; Gray, J., Business without Boundary: The Story of General Mills. Minneapolis: University of Minnesota Press, 1954; Iacocca, L., Iacocca: An Autobiography. Toronto: Bantam, 1984; Lief, A., The Firestone Story. New York: McGraw-Hill Book Company, Inc., 1951; --------, "It Floats": The Story of Procter and Gamble. New York: Rinehart and Co., Inc., 1958; Nevins, A., Ford: The Times, the Man, the Company. New York: Charles Scribner's Sons, 1954; O'Brien, R., Marriott: The J. Willard Marriott Story. Salt Lake City: Desert Book Co., 1977; Thomas, B., Walt Disney: An American Original. New York: Simon and Schuster, 1976; Tobias, A., Fire and Ice. New York: Warner Books, 1976.

Wake Forest University - Winston-Salem, NC
Babcock Graduate School of Management
Melvin Steckler

LEADERSHIP: THEORY AND PRACTICE: Second-Year Resident
MBA Elective course Minimesters 2 & 3

This course is designed for the student of management who sees in the conflicting positions about leadership an issue of significance in the study of management.

PLAN OF THE COURSE: The course is organized into two segments, the first of which is concerned with leadership theory and research, the second of which is concerned with the interpretation of theory on scientific and managerial grounds.

The plan calls for extensive reading assignments from one text and from a number of articles and chapters excerpted from other sources, plus various case studies. Instruction is conducted on a reading/discussion seminar basis, with heavy emphasis placed on student participation. Each student is expected to keep a diary or log of his or her unfolding thoughts as the course progresses, with this log forming the basis for papers to be submitted at the end of each minimester of work. Enrollment is optional for either of one or two minimesters of course length, with the first minimester serving as a prerequisite for the second.

Throughout the course, emphasis is placed on the relation between subjective and objective ways of viewing leadership, that is, on the leader-as-subject in situations that call for his personal involvement and exchange with other human actors, and on leader-as-object in situations that have been ordered and conceived for purposes of study. The subjective mode encompasses those perspectives in which the behavior of leaders and others is seen from the point of view of its meaning to the human actors involved. This provides a basis for understanding leadership as it is known and practiced in actual human situations. The objective mode provides the basis on which formal knowledge is gained about the variables and relations involved in the leadership process. This kind of knowledge is nonpersonal, cumulative, and belongs to science. The two ways of knowing form the core discipline of the course in terms of which a critical review of the literature on leadership is carried out.

Students enrolled in the first half of the course gain an appreciation of the difficulties encountered in creating scientifically rigorous knowledge about leadership. These difficulties can be seen as arising in marked contrast with the ease by which judgments of leadership are made in real life situations. The contrast between these "scientific" and "everyday" constructions of leadership defines a central contradiction which is the purpose of the course overall to resolve.

The second part of the course is concerned with the scientific and practical interpretations of the problem posed in the first part. This frame of reference contains the action solution to the "puzzle" of leadership. Students enrolled in this part of the course pursue the implications of having the two ways of knowing leadership. They find that these complimentary but divergent perspectives of a single reality account for how leadership manifests itself as a socially meaningful but scientifically slippery concept. By reconceiving management as a social activity in which the concept of leadership is relevant as the objectified version of a subjectively valid assessment, the puzzle is resolved, with attention focused on the forms of managerial action which induce leadership effects. These are analyzed in case studies of effective leadership action and discussed in class as the basis on which leadership skills can be acquired and strengthened over the course of a managerial career.

The required text:*Leadership in Organizations*, by Gary Yukl, Prentice-Hall, 1981. Additional sources from which excerpts will be drawn and which students may wish to explore more fully include the following: *Stogdill's Handbook of Leadership*, by Bernard M. Bass, The Free Press, 1981. *Leadership: Multidisciplinary Perspectives*, by Barbara Kellerman, Prentice-Hall, 1984. *Sociological Paradigms and Organizational Analysis*, by Gibson Burrell and Gareth Morgan, Heinemann, London, 1979. *The Social Psychology of Organizations*, by Daniel Katz and Robert L. Kahn, John Wiley and Sons, 1966. *The Elusive Phenomenon*, by Fritz J. Roethlisberger, Harvard University Press, 1977.

Grading will be based 50% on classroom participation and 50% on written work. Details of the written assignments will be discussed in class.

DETAILED CLASS ASSIGNMENTS: Minimester 1

Session	Preparation Assignment	Discussion Focus
1	Read Course Syllabus	Be prepared to define your understanding of leadership.
2	Katz and Kahn: Ch. 11 "Leadership" Stogdill: Chs. 1,2,3	How is leadership related to management? Discuss reported approaches to study of leadership.
3	Yukl: Chs. 1&2	Leadership as an influence process.
4	Yukl: Chs. 3&4	Uses of power and skill in leadership
5	Yukl: Chs. 5&6	Leadership in managerial and situational contexts.
6	Yukl: Chs. 7&8	Situational determinants of leadership; Participation and delegation.
7	Yukl: Chs. 9&10	Concluding ideas on leadership research.
8	Blake and Mouton: "Theory and Research for Developing a Science of Leadership"	A phenomenological interpretation of a "one-best-way" in leadership.
9	Calder: "An Attribution Theory of Leadership"	First and second degree constructs of leadership.
10	Pfeffer: "The Ambiguity of Leadership"	How much difference does leadership make in organizations?
11	Hunt: "The Role of Leadership in the Construction of Reality"	Bringing a sociological perspective to bear on an attribution theory of leadership.
12	Burrell and Morgan: Chs. 1,2,3	What is a sociological paradigm?
13	Smircich and Morgan: "Leadership: The Management of Meaning"	Leadership as dialectical process
14	Grob: "Leadership, the Socratic Model"	Summary and Review: Be prepared to discuss all previous readings. What have you learned about leadership?

EXAM DAY:Submit report on your findings. Details of the assignment to be discussed in class.

DETAILED CLASS ASSIGNMENTS: Minimester 2

Session	Preparation Assignment	Discussion Focus
1	Case: Dashman Company	What is Mr. Post's job? Has he carried it out? What should he do now?
2	Roethlisberger: What's the Point" and Ch. 11; "The Administrator's Job"	What point of view is Roethlisberger bringing to bear on the job of the Administrator?
3	Roethlisberger: Ch. 20; "Skill"	How is skill a basis for action?
4	Roethlisberger: Chs.21& 22; "Clinical and Analytical Knowledge"	How does knowledge differ from skill?
5	Roethlisberger: Ch. 23; "Classes, Concrete Systems and Spaces"	Can you make these distinctions? What are they keeping separate?
6	Roethlisberger: Ch. 24; "Battle of the Spaces"	Who or what is waging this battle? Where are the "spaces"?
7	Roethlisberger: Chs. 25& 26 Knowledge and Action in Modern Society"	What is "complementarity" a solution to?
8	Summary and Review	How do Roethlisberger's ideas relate to those presented in Part I of the course? Be specific.
9	Case: The Lightner Company (A),(B),(F),(G)	Discuss The Lightner Company problem in managerial terms. How was it solved by managerial action?
10	Stay with same case	Discuss The Lightner Company's problem in leadership terms. How was it resolved by leadership action?
11	Case: Nuclear Tube Assembly Room (A) and (B)	Discuss Ralph Langley's role in managerial terms.
12	Stay with same case	Discuss Ralph Langley's role in leadership terms.
13	Case: Rugby Portland Cement Company (A),(B)	Discuss in managerial and leadership terms as a single interpretation.
14	Stay with all three of above cases. Review in relation to each other.	What uniformities do you see in the actions and approaches of these three leaders? What "reality" do they see and how do they act upon it?
15	Summary and Review: Be prepared to pull together your interpretation of leadership in the managerial context. What is the source of leadership influence?	

EXAM DAY: Submit report on your final conclusions. Details of assignment to be discussed in class.

The Culver Educational Foundation - Culver, IN John M. Thompson
Culver Military Academy-Culver Girls Academy-Culver Summer Schools

CULVER DEPARTMENT OF LEADERSHIP

Culver Academies, a co-educational boarding school consists of two separate but coordinate schools--Culver Military Academy (CMA), where cadets practice leadership in their military units, and Culver Girls Academy (CGA), where girls learn about leadership through their prefect system of dorm committees.

In 1986 Culver instituted a Department of Leadership charged with developing a curriculum of formal instruction in leadership skills. Complementing Culver's JROTC program where appropriate, the program is designed to enhance the leadership experiences the students find in their military units and dorms. Ultimately, the curriculum includes values, styles of leadership, communication skills, group dynamics, conflict resolution, techniques and methods for planning, human relations, motivation, time management, and skills for effective meetings.

Two courses were offered during the 1986-87 school year: LEADERSHIP I and LEADERSHIP SEMINAR. All new students enroll in Leadership I, a course designed to introduce new students to some important aspects of life at the Academy. The course presents readings and lessons on Culver's history, goals, organization, standards of conduct, and Honor Code. It also deals with study skills, etiquette, and substance abuse. The rationale for the course is that a thorough orientation to Culver will help new students act with confidence and with purpose while they are here.

Leadership Seminar is a one-quarter course on the values involved in effective leadership. The course is designed to help students understand the values which underlie the systems of leadership in CMA, CGA and in leadership positions in which they may find themselves beyond Culver. The values are reflected in the Culver Code of Conduct. The course involves readings, films, role-playing, and discussion--all aimed at a better understanding of the Code of Conduct.

Two more courses are currently under development. LEADERSHIP LABORATORY is an elective providing class officers with instruction specific to their duties, as well as time to develop class activities. STUDIES IN LEADERSHIP is a course for individual research projects in various aspects of leadership which students choose to study.

Syllabi, lesson plans, readings etc. are available by writing to Mr. John M. Thompson.

LEADERSHIP SEMINAR: READINGS

Following are the readings for the Leadership Seminar. The ones marked by * are required. Instructors will hand out copies which students will keep in their notebooks. The ones marked by -- are optional. Instructors will hand out class sets of the optional essays and then will collect them at the end of the class.

Permission to reproduce the required readings has been obtained by the Department of Leadership.

* "Statement on Leadership," from Culver's Principles and Objectives

* "Aim for Perfection," an essay by Benjamin Franklin

* "The Tryout" and "Sequel," two essays by Bob Greene

* "Six Ways to Tell Right from Wrong," from a sermon by Harry Emerson Fosdick

* "Look Out for Number One," an excerpt from Looking Out for Number One, by Robert J. Ringer

* The Citations for Culver's five Congressional Medal of Honor Winners

* "Shooting an Elephant," an essay by George Orwell

* "I Will Not Lie, Cheat, or Steal, and I will Discourage Others from Such Actions," an essay by the Leadership Steering Committee

-- "Make Your Own Decisions on Drugs," from Notes to my Daughters, by Cathy Cash Spellman

-- "Traveling Through the Dark," a poem by William Stafford

-- "Hay for the Horses," a poem by Gary Snyder

-- "The Fox and the Woodcutter," an Aesop Fable

-- "The Two Fellows and the Bear," an Aesop Fable

Lebanon Valley College - Annville, PA
A Four Part Approach

Warren K. Thompson

LEADERSHIP STUDIES PROGRAM

Lebanon Valley College is dedicated to education for leadership within the context of a liberal arts program and career preparation. It provides students the opportunity to study and learn about leadership throughout their undergraduate years. Thirty competitive Presidential Leadership Awards (worth $5,000 each) are awarded annually offering a challenging Leadership Studies Program with selection criteria based on high school grade point average, class rank, and SAT scores.

Lebanon Valley's Leadership Studies Program is humanistically centered and taught in a multidisciplinary manner by faculty with a diversity of qualifications and interests. The nature of leadership dictates that those who lead, as well as those who study leaders, be familiar with a wide spectrum of knowledge and learning. Responsible and effective leadership calls for a generalist outlook and background; the same holds for those who study leadership. This outlook and background is liberal learning. By means of the Leadership Studies Program, refinement and a sharper focus is given to the aims and outlooks of liberal learning.

FOR UNDERGRADUATES: LSP is designed to teach students about the skills and applications as well as the theories of leadership. It is staffed by faculty from across the disciplines and takes a generalist and humanistic approach to leadership.

I. LC 100, Theories and applications of the Leadership Process
3 credit hours-An introductory course taken at the freshman-sophomore level introducing students to theories of leadership and analyzing practical applications. It examines concepts of power and authority, group dynamics, communication skills, conflict resolution, motivation, decision making, values clarification, and ethics.

II. For students who are recipients of the $5,000 annual Presidential Leadership Awards, requirements are:

A. LC 111-Basically LC 100 (above) but brings Presidential Leadership Award Winners together in a shared course setting.

B. Religion 222-Christian Ethics, or Philosophy 220, Ethics.

C. LC 350 Advanced Leadership Studies-3 credits taken in senior year.

C. LC 400 Leadership Internship-minimum of 3 credits taken in junior or senior year.

III. The Voluntary Leadership Program. Elected on a voluntary basis, open to any student who has completed LC 100 or LC 111. Minimum of 15 credits.

A. Communications, 3 credits, Choice of either English 210, Management Communications or English 218, Oral Communications.

B. Organizational Leadership, 3 credits, One of following: Management 330, Principles of Management, Psychology 337 Organizational Psychology, or Sociology 340 Group Structure and Dynamics.

C. LC 330, Seminar: Ethics and Values in Leadership

D. LC 350 Advanced Leadership Studies, 3 credits-Case studies emphasizing ethical and moral dilemmas in the exercise of leadership responsibilities as well as leadership, utilization of group resources, innovative problem solving, etc.

E. LC 400 Leadership Internship, 3 credits.

ANTICIPATED OUTCOMES OF THE LEADERSHIP STUDIES PROGRAM: Include, but are not limited to: (1) an enhanced appreciation for the relationships between the liberal arts (more specifically the humanities) and the role of leadership in the Western heritage; (2) an understanding of the most significant theories and models of leadership as developed in both classical and contemporary humanistic works; (3) a knowledge of how leaders in diverse social and cultural contexts have assumed leadership roles and performed as leaders; (4) an enhanced ability to assume a leadership role within a group, an organization, or a community; (5) an enhanced awareness of self and how one's own value system, thinking styles and personality type affect his/her relation to others in leader-follower situations; (6) an awareness and appreciation of the responsibilities of leadership that contribute to a respect for the difficulties inherent in it; (7) an awareness and appreciation of the ethical issues and values which define legitimate leadership and which separate it from the exercise of power to unethical ends.

The following represent intended societal outcomes for the Lebanon Valley College Leadership Program. (1) The provision of a leadership studies model for other colleges to consider for adoption; (2) the provision of an increasing number of graduates who will go on to assume leadership roles in their communities, in their careers and in their country; and (3) an awareness on the part of all graduates that good citizenship requires a knowledge of good leadership if the nation is to survive and prosper as a representative form of government. [CONTACT PERSON: Warren Thompson, Director, Leadership Studies Program]

THE HIGH SCHOOL PROGRAM: For students in grades 9-12, centering on learning for responsible participation in community, business, or public life, as leader or follower (or both). It includes an introduction to the principles and skills of leadership; discussions with local executives and community leaders; biographical and historical readings; case study analyses; role-playing; and observation of leaders in action in local organizations and institutions. [CONTACT PERSON:Kip Bollinger, Dept. of Education]

THE PROGRAM FOR MIDDLE MANAGEMENT: The Leadership Development Institute (LDI) for middle managers consists of two major elements. (1) Encourages all major communities in South Central Pennsylvania to institute an annual 40-week leadership program for a select number of promising young leaders in their community. This program, following the model currently used in many cities across the nation, centers on discussions of the characteristics of leadership, community leadership needs and field trips for the purpose of observing community leaders in action.

(2) Special 5-day Leadership Development Institute for middle managers involving: (a) Extensive use of psychometric instruments to encourage managers to understand their own, and colleagues', personality types, thinking styles and value systems; (b) Use of effective models for decision styles, situational leadership, utilizing group resources, learning to give/receive feedback from work associates, an extended staff/peer feedback session, and preparation for and actual goal setting. [CONTACT PERSON: Barbara Denison, Director, Leadership Development Institute].

TOP EXECUTIVE PROGRAM: For top executives involving approx. 25 CEO's from South Central Pennsylvania. These executives will meet quarterly for a 2 hour presentation by an authority on leadership and/or management. [CONTACT PERSON: Arthur Peterson, President]

LC111 Theories and Applications of the Leadership Process, Instructor: Carolyn Hanes

READINGS: John W. Gardner, The Nature of Leadership; The Tasks of Leadership; The Heart of The Matter. Stephen B. Oates, Let the Trumpet Sound: The Life of Martin Luther King, Jr. Thomas Gordon, Leadership Effectiveness Training. David Campbell, If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else.

COURSE FOCI: Introduces students to a variety of issues relevant to the study of leadership in order to shed some light on this "least understood" but very important phenomenon. A number of questions will be explored including: What is leadership? Why study leadership? What makes leaders effective? What are the responsibilities of the ethical leader? In addition, the opportunity to evaluate your own leadership skills and areas for improvement through assessment instruments and experiential learning exercises including theories and concepts of leadership, service, power, and authority. Areas related to enhancing leadership potential will also be examined including group dynamics, creativity, communication skills, conflict resolution and motivation, etc.

COURSE FORMAT: Structured around assigned readings and discussion, lectures, films and videotapes, simulations, exercises, and assessment instruments. Thus, a variety of instructional styles will be used which depend upon your involvement. You are encouraged to participate actively.

CLASS ATTENDANCE POLICY: Students with 2 unexcused absences will have their final grade lowered by 1/3. For every additional unexcused absence the grade will be lowered another 1/3. Please contact me immediately if you must miss a class.

REQUIREMENTS: Two 50 pt. exams=100; Two 10 pt. quizzes=20; Three 15 pt. reaction papers=45; one 50 pt. project evaluation=50; total pts.=215.

QUIZZES: Based primarily upon reading assignments. They consist of 10 true/false questions. Please note: they cannot be made up after the fact.

EXAMS: Include 25 pts. for objective questions and 25 pts. for essay. As with quizzes, exams cannot be made up after the fact. Please contact me ahead of time if you have any special problems and cannot take the exam on the scheduled date. Make up exams will involve 2 essay questions.

REACTION PAPERS: Short (2-3 typed pages long, double-spaced) papers based upon your reactions to the basic themes or ideas presented in your readings. You will be asked to identify one or two basic ideas found in the reading and to analyze these ideas with respect to issues relevant to leadership. Guidance on expectations concerning reaction papers will be given in class; late papers penalized by being docked 2 points for each day overdue.

PROJECT EVALUATION PAPER: Based on a group or class project concerning a campus, community, or society wide problem. You may decide to break up into subgroups working on different issues, or to work as a class on the project. In carrying out this project you are expected to identify a problem, research the problem, develop an organizational structure for tackling the problem, work out a plan of action specifying goals to be reached and means for achieving them and finally to carry out actions relevant to ameliorating the problem. The actions might include a "teach in" to raise awareness levels or educate people concerning the problem, fund raising, lobbying, voter registration drives, community organizing or other relevant solutions you devise.

Using exercises, the readings noted above, films, seminars, planning retreats, research projects done individually, in groups or as a class, the following topics will be covered: classical and contemporary theories of leadership; power and authority and their sources, values and ethics clarification; motivation; communication skills; conflict resolution; group dynamics; team building; risk taking; planning and decision making; creative problem solving and goal setting.

I will be available to you for guidance throughout the project. We will be spending one day on retreat to have some time devoted solely to planning the project. You will receive credit for the project mainly through the paper you will write evaluating the project itself. Throughout the paper you should analyze the project in terms of how the concepts and skills dealt within this course were applied to your project. Also, you should be critically evaluating the processes and products involved in the project. It may be helpful for you to keep a journal throughout the course, especially as you work on your project, to be used as the basis for your evaluation paper.

The following questions should be addressed in your paper: 1) What was the problem your group chose? 2) Why did your group choose this problem? 3) Why is it important to address the issues you've chosen to deal with? 4) What were your assumptions when you began the project? 5) How did you organize? 6) How did you go about obtaining resources: people to help, funds to cover any costs? 7) What problems did you encounter? 8) What were the strengths and weaknesses involved in doing this project? 9) Was this project a success? If so, why do you think so? If not, what do you think happened? 10) If you had an opportunity to try again, what would you do differently to improve on what your group did for this project?

Papers should be 7-12 pages long. They should be typed (double-spaced). Late papers will be docked 5 points per day.

GRADING SCALE: A=100-93%; A-=92-90%; B+=89-87%; B=86-83%; B-=82-80%; C+=79-77%; C=76-73%; D+=69-67%; D=66-63%; D-=62-60%.

National College of Education - Evanston, IL Ron Warwick

AN EXPLANATION OF THE PROGRAM IN THE EDUCATIONAL LEADERSHIP DEPARTMENT

The National College of Education is a one-hundred-year-old, private, teacher, supervisory, and administrative, educational institution serving elementary and secondary school practitioners in the northeast region of Illinois. Courses are taught in the late afternoon and evening for the convenience of its students who are, for the most part, employed in the public schools.

EDUCATIONAL LEADERSHIP DEPARTMENT GOALS: The Educational Leadership Programs at National College are developed by the faculty of the Graduate School to meet the leadership needs of the public schools. The goals of the Educational Leadership Program are: to provide a graduate program of study that prepares students to demonstrate leadership competency. Leadership is defined within the department as administrative, supervisory, or curricular roles of influence within the schools of our country; to evaluate the needs of administrators and supervisors in order to update requirements of the graduate program; to blend theory and research with practice in useful experiences enabling students to implement skills learned in the graduate training program; to continually design and develop administrative training programs for practicing school administrators.

PROFESSIONAL ASSOCIATION PRIORITIES: The American Association of School Administrators' Committee on Higher Education Relationships, its Committee for the Advancement of School Administration, and the University Council for Educational Administration and the University Council for Educational Administration Task Force Report on "Preparing Leaders to Anticipate and Manage the Future" generated six themes to be addressed for future school administrators as follows: changing demographics; unstable economic structure; new technologies; labor market opportunities; preserving cultural diversity and human rights; and changing family structure.

Changing Demographics: Our society is increasing in the percentage of adults who do not have school age children or who are retired; school enrollments are declining in a great number of districts; regional populations are shifting. These factors contribute to the erosion of the traditional support base for public education.

Unstable Economic Structure: Tax revenue changes for all levels of government has had an impact on school finance.

Making Effective Use of the New Technologies: Electronic information gathering, storage, retrieval and transmission have replaced many forms of traditional mental and physical tasks and manipulations.

Labor Market Opportunities: New technologies, sophisticated training, and the ability to assimilate and manipulate complex information and material are required. Low and semi-skilled jobs will continue to decline.

Preserving Cultural Diversity and Human Rights: Groups traditionally viewed as "minorities" may become a majority, placing greater obligation on the schools to respond to their unique social, economic and educational needs.

Changing Family Structures: Changes in the nuclear and extended family, high rates of residential mobility, divorce, and female employment, acceptance of alternative life styles, and a decline in teenage supervision and custodial care, create new roles for schools.

These six themes present special challenges for educational leaders who are to comprehend and manage them. Those responsible for administrator preparation programs must prepare educational leaders to manage problems which are, for the most part, unprecedented in history. If school administrators are to lead successful schools in the future, the following goals, competencies and skills need to be included in their preparation program.

EDUCATIONAL LEADERSHIP OUTCOME GOALS: Successful administrator preparation programs that prepare school leaders to understand the theoretical foundations and demonstrate the application of each of the following specific performance goals need to: establish and maintain a positive and open learning environment to motivate and socially integrate students and staff; build strong local, state, and national support for education; develop and deliver an effective curriculum expanding the definitions of literacy, competency, and cultural integration and including advanced technologies, problem solving, critical thinking, communication skills, and cultural enrichment for all students; develop and implement effective models/modes of instructional delivery that make the best use of time, staff, advanced technologies, community resources, and financial means to maximize student outcomes; create programs of continuous improvement, including evaluation of both staff and program effectivensss as keys to student learning and development; manage skillfully school system operations and facilities to enhance student learning; conduct and make use of significant research as a basis for problem solving and program planning of all kinds.

All students completing preparation programs are to demonstrate competencies related to each of the seven goals. These competencies and their underlying skills and understandings include:

School Climate Improvement Program: Designing, implementing, and evaluating a school climate improvement program that includes mutual efforts by staff and students to formulate and attain school goals including: human relations, organizational development, and leadership skills; collaborative goal setting and action planning; organizational and personal planning and time management; participative management, variations in staffing; climate assessment methods and skills; improvement in quality of relationships among staff and students to enhance learning; multi-cultural and ethnic understanding; group process, interpersonal communication, and motivation skills.

Political Theory and Skills: Understanding political theory and applying political skills in building local, state, and national support for education including: school/community public relations, coalition building, and related public service activities; politics of school governance and operations; lobbying, negotiating, collective bargaining, power, policy development, and policy maintenance skills to assure successful educational programs; communicating and projecting an articulate position for education; role and function of mass media in shaping and forming opinions; conflict mediation and the skills to accept and cope with inherent controversies.

Systematic School Curriculum: Developing a systematic school curriculum that assures both extensive cultural enrichment activities and mastery of fundamental as well as progressively more complex skills required in advanced problem solving, creative and technological activities including: planning future methods to anticipate occupational trends and their educational implications; taxonomies of instructional objectives and validation procedures for curricular units and sequences; theories of cognitive development and the sequencing/structuring of curricula; development and application of valid and reliable performance indicators for instructional outcomes; use of computers and other technologies as instructional aids; development and use of available cultural resources.

Instructional Management System: Planning and implementing an instructional management system which includes learning objectives, curriculum design, and instructional strategies and techniques that encourage high levels of achievement including: curriculum design and instructional delivery strategies; instructional and motivational psychology; alternative methods of monitoring and evaluating student achievement; management of change to enhance the mastery of educational goals; applications of computer management to the instructional program; use of instructional time and resources; cost-effectiveness and program budgeting.

Staff Development And Evaluation Systems: Designing staff development and evaluation systems to enhance effectiveness of educational personnel competency including: system and staff needs assessment to identify areas for concentrated staff development and resource allocation for new personnel; use of system and staff evaluation data in personnel policy and decision-making; appraisal of the effectiveness of staff development programming as it affects professional performance; using clinical supervision as a staff improvement and evaluating strategy; assessment of individual and institutional sources of stress and development of methods for reducing that stress.

Allocating Resources: Allocating human, material, and financial resources to efficiently, and in an accountable manner, assure successful student learning including: facilities planning, maintenance, and operation; financial planning and cash flow management; personnel administration; pupil personnel services and categorical programs; legal concepts, regulations, and codes for school operation; analytical techniques of management.

Using Research: Conducting research and using research findings in decision-making to improve long range planning, school operations, and student learning including: research designs and methods including gathering, analyzing and interpreting data; descriptive and inferential statistics; evaluation and planning models and methods; selection, administration, and interpretation of evaluation instruments.

University of North Carolina - Chapel Hill, NC
School of Education

Eugene R. Watson

LEADERSHIP BEHAVIOR & ORGANIZATIONAL CHANGE IN EDUCATIONAL SETTINGS: (EDSP 295)

Introduction: This course is intended to develop knowledge and understanding of organizational leadership and change concepts and their integration in practice. It will not be a comprehensive examination of organizational management.

The possible interrelationships of the following approaches and perspectives will be studied: (1) 4 approaches to the study of leadership and the understanding of effective leadership in practice; (2) 4 perspectives for viewing change and effective response to it or implementation of it; and (3) leadership in the change process.

Leadership Approaches: Power-influence; Trait; Behavior; Situational.

Change Perspectives: Complex organization; Planned change; Diffusion of innovation; Conflict and change.

Course Objectives: The participant will: become familiar with major theoretical and empirical approaches to studying and understanding the concept of leadership; develop increased ability to analyze leadership behavior, styles, and roles as they relate to the participant's organizational setting; understand and be able to explain four significant perspectives in organizational change and/or intervention; develop the ability to examine the usefulness and/or appropriateness of those approaches and perspectives in relationship to leadership and organizational characteristics; develop a personal framework for looking at the concepts of leadership and organizational change; and apply the concepts of leadership and organizational change to the analysis of an educational organization undergoing a significant change, and a leader's role in that process.

Learning Formats and Methods: Lecture/discussion; Small groups formed early in the semester to share knowledge, understanding, relate concepts to applications, and provide critiques for case studies; Role play of leadership behavior, group simulation, and case studies of change activities; Completion of individual leadership style/behavior description instruments and examination of outcomes and their meaning; Use of instruments to seek description of organizational culture and climate for change.

REQUIRED READING: Yukl, Gary A. Leadership in Organizations. Bass, Bernard M. Leadership Performance Beyond Expectations. Hersey, Paul and Ken Blanchard Management of Organizational Behavior. Odiorne, George S. The Change Resisters. Selected Readings for EDCI 295.

OUTLINE OF FOCI

LEADERSHIP

Week One: Myths, Wishful Thinking, Simple and Sovereign Principles; Born Leader-The Leader "Killed"-The Best Style. Readings - Yukl, Chs. 1&5; Bennis, "The Shape of the Future" (Selected Readings); Burke, "Leadership: Is There One Best Approach?" (Selected Readings); Blake and Mouton, "Deeper Truths About Effective Leadership" (Selected Readings).

Week Two: Power-Influence as Predictor of Potential Forces. Readings: Yukl, Chs. 2&3; Bass (Reading Schedule to be determined in class). Traits as Determinants of Selection or Emergence. Readings: Yukl, Ch. 4; Bass.

Weeks Three and Four: Styles in Relation to Situation. Readings: Yukl, Ch. 6; Bass; Hersey & Blanchard.

Week Five: Behavior and Effectiveness. Readings: Yukl, Chs. 7&9; Bass; Hersey & Blanchard.

Week Six: Situation and the Impact of Its Anticipated and Unanticipated Variables. Readings: Yukl, Chs. 8&10; Hersey & Blanchard, "LEAD Scoring and Interpretation" (Selected Readings).

ORGANIZATIONAL CHANGE

Week Seven: Readings: Dill & Friedman, "An Analysis of Frameworks for Research on Change and Innovation in Higher Education" (Selected Readings).

Week Eight (Spans Over Spring Break): Change as Modification or Change as Innovation. Readings: Baldridge and Deal "Overview of Change Processes in Educational Organizations" (Selected Readings).

Forces Supporting and Resisting Change. Readings: NTL, "Change Does Not Have to be Haphazard"; Schein, "Analyzing the Change Process"; Odiorne.

Weeks Nine and Ten: Planned Change. Readings: Selected Readings and Lippitt, "Organizational Change Models"; Kotter & Schlesinger, "Choosing Strategies for Change"; Levy, "Second-Order Planned Change: Definition and Conceptualization"; Odiorne.

Week Eleven: Complex Organization. Readings: Seiber, "Goals and Sagas" (Selected Readings); Odiorne.

Diffusion of Innovation. Readings: Clark, "Institutionalization of Innovations in Higher Education (Selected Readings); Odiorne.

Week Twelve: Conflict as Source or Response to Change. Readings: Bennis, "Who Sank the Yellow Submarine" (Selected Readings); Odiorne.

Week Thirteen: Leadership Variables in Change Situations. Readings: Schein, "Leadership as Managed Culture Change" (Selected Readings); Odiorne.

COURSE MANAGEMENT AND REQUIREMENTS

Enrollment: The course is the second in the sequence of "core" courses for two graduate programs in the Division of Organizational and Psychological Studies, School of Education. Students from other programs may enroll. A pre-requisite is EDSP 291 (Structure and Behavior in Educational Organizations).

The Individual Case Study: By the end of the second class session, each member will have identified and developed a written basic description of a leader in an educational organization observing: that the organization must have at least 50 personnel, of which the identified leader has authority over at least 10; whether the focal organization is the educational component of a larger non-educational system, and, if so, the focal organization must number at least 50 and the case must concentrate on its internal processes; that the leader and organization may be totally fictitious but realistic, real but with substituted identities, or real and clearly identified as such; and that the choice of the leader and organization must enable detailed, informed, competent description of the leader in role situations and the planning and implementation of a significant change or the planning and implementation of a response to an imposed significant change.

The enrollee will develop a semester-long written study of the designated leader. Each segment should relate clearly to previous segments, when possible, and should clearly identify the concepts or perspectives applied. The dialogues of "live" behavioral sequences and interaction should be reported when useful in analysis.

Participants may draw upon their own experience and interviews with appropriate leaders to supplement knowledge and understandings applied in developing and refining case studies. Leaders interviewed or serving to review all or a portion of the case study should be identified in the study.

Periodically, case segments will be shared and discussed in small continuing groups. Critiques from such sessions, along with written comments from the instructor, should be used by the enrollee to complete a comprehensive written case study that should be presented to the instructor before the official date scheduled for the course final examination. Each study should conclude with an evaluation of the outcome of the change process or hypothesis about it.

The bibliography of books and articles suggested is extensive. Most titles are listed in the Bibliography of the Source Book. For specific readings used in this course, write to Eugene R. Watson.

University Of Minnesota - St. Paul, MN
College of Agriculture

Keith Wharton

AGRICULTURE 1001: PROJECT LEAD (Teachers: Keith Wharton, Donald B. White)

To learn about ourselves....To learn about leaders and leadership....To learn about ourselves as leaders....These are the goals of Project LEAD.

Leadership Topics: Many topics related to leadership could be studied this year; rather than fixing a schedule, your teachers have decided to work with you in a dynamic group mode to identify and select topics of most interest and importance to you. We will then study together to learn as much as we can about them.

LEAD Library: A collection of reading materials about leadership available in the College Office may be checked out for a maximum of one week at a time. Please use sign out sheets.

Reading Assignments: Article-Read one article each week on leadership from current magazines, journals, newspapers, or from the LEAD library and in a written report of two pages respond to the following questions: (1) What is the single most important thing said about leadership in this article? (2) Do you agree or disagree with what was said? How does it relate to your personal philosophy of leadership? (3) How might you integrate a lesson from this reading into your personal life?

Book: Read and write a 5 page report on one book that will help you increase your knowledge of leadership. Biographies, autobiographies, diaries, studies, collections of essays or other writings, and novels may be selected in addition to books dealing with leadership. The report should include: an introduction describing the book you have read, placing it in context (historical, social movement, professional or scholarly, popular press, etc.); comments about the author: qualifications for writing the book, purpose in writing it, relation to other books the author may have written; comments on the success, impact, or importance of the book; a review of the book itself: an overview, main points, selected examples from the book, conclusions; your reactions to the book: what you liked or disliked, your general recommendations concerning it; your comments on one aspect of leadership covered in the book or on one leadership lesson or point that could be drawn from the book; a one-sentence recommendation to yourself on leadership that you gained from the book.

Mentors: In previous years each student in Project LEAD has worked individually with a mentor in the second quarter. Because of our modified program this year, we have changed the way we will work with mentors. Our mentor activities this quarter will be group ones, and "mentors" will be organizations rather than individuals. One group will study Farm Credit Services, the other will study the Minnesota Department of Agriculture. We will follow the activities of these organizations and selected individuals within them, and discuss our observations and reactions to them in class each week.

Ground Rules: Class begins promptly at 3:00 p.m., and you are expected to attend and remain until 4:30 p.m. Each of the first two unexcused absences will lower your grade by one letter; a third will result in an "F".

EFFECTIVE LEADERSHIP IN ORGANIZATIONS

Course Objectives: This course focuses on leadership that is creative and effective for organizational action. You will integrate your experience of leadership with knowledge of central concepts of the process of management. It is designed to provide participation in experiences to strengthen abilities to plan, make decisions, work with others, enhance motivation, and be an effective influence in organizational life.

Organization: Class sessions include lectures, discussions, exercises, simulations, and guest lecturers. Broadly defining leadership as the process of influencing others provides a context to develop skills and strategies for effective management in the public and private sector. The range of material offers an overview of current issues in the study of leadership using a participatory approach enabling one to learn from one's own experience as well as others.

Required Texts: (1) Looking Glass, Inc., Participants Guide, Lombardo M., McCall, M., & DeVries, D., Center for Creative Leadership, Scott, Foresman, 1983. (2) Developing Management Skills, Whetton, D., & Cameron K., Scott, Foresman, 1984. (3) Organizational Reality: Reports from the Firing Line, Frost, P., Mitchell, V., & Nord., W., Scott, Foresman, (2nd Ed.), 1982. (4) Supplemental Readings: Selected materials include: packet of Harvard Business School Articles, and relevant articles from other sources.

Requirements and Evaluation:

25% Creative Leadership Project: Participation in a highly realistic simulation of organizational life, LOOKING GLASS, INC., a program developed by the Center for Creative Leadership widely used in industry for executive development and in universities for M.B.A. and undergraduate education. The purpose is to experience "a day in the life of a top management team" in a realistic organizational setting, using that experience in individual and group activities during the semester.

25% Participation: Class participation includes attendance, advance preparation, active involvement, and quality contributions as an individual and as a group member to demonstrate analytic ability and recognition of the critical issues.

25% Leadership Development Reports: 2 written assignments (3-5 pgs, double-spaced) during the semester to enable discussion of leadership from a personal and an organizational perspective. Leadership Log will report on experiences in the first half of the semester. Leadership Interview will report on observations and discussions with an organizational leader based on an interview in the second half of the course. Additional information on the format of these reports will be given in class.

25% Exams: A midterm and final. Each one hour will consist of short essay questions designed to demonstrate integration of discussions, exercises, assigned readings, guest lecturers, and experiences during the semester.

Assignments: All are due at the beginning of each class period specified in the attached syllabus. Complete the assigned readings prior to each class so that class time can be used for the exercises and activities related to learning and interest. Readings, questionnaires, and experiences are designed to provide practical applications illustrating current leadership theory and research. Additional relevant articles will be distributed in class.

Conferences: Talk with me any time you think I might be helpful to you. I plan to be in my office on Mon. (12:30-3:30), and before and after class on Tues. (10:00-12:30, and 2:30-4:30). I will also be available for appointments at mutually convenient times on other days. Call me to make arrangements.

Guest Lecturers: Leaders whose experiences are related to the content of the course and class interest will speak during the semester.

COURSE SYLLABUS

Session:

I Introducing Effective Leadership: Identifying Leadership Goals: Personal Action, Learning Objectives: Organizational Action; Read: "Games that Teach You to Manage," Fortune, October 31, 1984; (Class): Leadership Priorities Exercise.

II Developing Leadership: Read: Required Text #2 "Introduction"; "What Makes a Top Executive," McCall and Lombardo; Katz, HBR, "Human Relations Skills Can Be Sharpened"; (Class): Creativity and Leadership: Thought Samples.

III Motivating for Organizational Leadership: Read: HBR, "Power is the Great Motivator," McClelland and Burnham; Required Text #2, "Developing Self-Awareness," Ch. 1; (Class): Your Leadership Motive Pattern: Motive Scoring Manuals.

IV Transforming Leadership: Two Faces of Power: Read: Bennis, "Leadership Transforms Vision Into Action"; McClelland, "The Two Faces of Power"; Required Text #2, "Gaining Power and Influence," Cp. 5; (Class): Introducing Socialized Power and Personalized Power.

V Identifying Leadership Skills: Read: Mintzberg, HBR, "What Effective General Managers Really Do"; Center for Creative Leadership, "How Do Leaders Get to Lead"; (Class): Guest Speaker, John Biggs, Ph.D., C.E.O., Centerre Trust Company.

VI Planning as Leaders: Read: Required Text #2, "Managing Personal Stress," Ch. 2; Required Text #3; "The Time-Pressured Life, Cunningham; "The Organization Man, Con'd," Newsweek; (Class): Stress Management, Relaxation Exercise.

VII Agenda-Setting as Leaders: Read: Required Text #2, "Tampa Pump and Valve"; Required Text #3; "Walter Cronkite at CBS," Halberstam; (Class): Goal Setting and Planning.

Session (Cont'd)

VIII Networking as Leaders: Read: Required Text #2, "Conducting Effective Group Meetings," Ch. 9; Jay, HBR, "How to Run a Meeting"; (Class): The First Meeting at Tampa Pump and Valve: Corporate Executives, Staff, and Observers.

IX Communications as Leaders: Read: Required Text #2, "Establishing Supportive Communication," Ch. 4; Required Text #3; "Getting Past the Receptionist," Lalonde; (Class): Block stacking exercise; (Due): Leadership Log and Analysis Report.

X Interacting as Leaders: Read: Required Text #3; "General Strategies for Getting Out of Traps," Culbert; "Managing Your Boss," Gabarro and Kotter; (Class): Interviewing exercise.

XI Introducing Looking Glass, Inc.: A Strategic View: Read: Required Text #1; Annual Report; Participants Guide, "Introduction; (Class): Guest Speaker, Armand C. Stalnaker, Chairman of the Board, General American Life Insurance.

XII Understanding Looking Glass, Inc.: Managerial Roles: Read: Required Text #1; Organization Chart; (Class): Corporate Personnel Policies and Procedures; Assignment to Divisions: Overview of Looking Glass, Inc.

XIII Managing Looking Glass, Inc.: 8:30 a.m. to 5:00 p.m.: Top Management Team Reports to Corporate Headquarters of Looking Glass, Inc.

XIV Debriefing Looking Glass, Inc.: Read: Required Text #1, "Questions," pgs. 2-3; (Class): Division Task Forces choose 10 questions to submit for focus of mid-term exam, from which five will be assigned for in-class exercise. Continue debriefing Saturday's experience: decision making, agenda setting, and power.

XV Integrating Effective Leadership: Read: Review and integrate theory and practice; (Class): Stress Management Exercise, Mid-term Examination: Short essay responses to each of the five questions should include 1) your Looking Glass experience as it is integrated with and supported by the 2) theory and concepts from this course related to applications of management skills and leadership in action.

XVI Enhancing Leadership Motivation: Read: Required Text #1, "Motivation"; Required Text #3, "The World of Epictetus"; (Class): Power, Achievement & Affiliation in Looking Glass, Inc.

XVII Communicating for Leadership: Up/Down/Lateral: Read: Required Text #1, "Communication"; Required Text #3, "The Politics of Seduction"; (Class): Looking Glass, Inc.; Memos: Analysis of Communication Patterns.

XVIII Working Effectively as Leaders: Read: Required Text #1, "Group Dynamics"; Required Text #2, "Improving Employee Performance"; Required Text #3, "On the Folly of Rewarding A While Hoping for B"; (Class): Videotaping: Leadership exercise, Lewin, Lippit et al.

Session (Cont'd)

XIX Empowering Leadership: Read: Required Text #1, "Power"; Required Text #2, "Gaining Power and Influence"; Required Text #3, "Symbols of Power"; (Class): Blindfold exercise: Trust walk.

XX Leading Creatively: Read: Required Text #1, "Nature of Managerial Work"; Bennis, "Four traits of Leadership:, "The Wallenda Factor"; (Due): Leadership Interview.

XXI Understanding Leadership: Read: Required Text #1, "Leadership Theory"; Required Text #3, "Managers", "Creative Gamesman"; (Class): Risk Taking in Leaders: Ring Toss Exercise; (Due): Leadership Interview.

XXII Making Decisions as Leaders: Read: Required Text #1, "Individual Decision Making"; Required Text #3, "Delegating and Decision-Making"; (Class): Assessment of Decision Making in Looking Glass, Inc.

XXIII Facilitating Group Decisions: Leadership Role: Read: Required Text #1, "Group Decision-Making"; Required Text #3, "Symptoms of Groupthink Among President Kennedy's Advisors" (pp. 349-359); (Class): Task Force Assignments: Preparation for Oral Presentations.

XXIV Resolving Conflict in Leadership: Read: Required Text #1, "Conflict"; Required Text #2, "Managing Conflict"; (Class): Task Force Reports Participation Exercise.

XXV Assessing the Fit: Organization/Environment/Leadership: Read: Required Text #1, "Organizational Environment and Structure", "Organizational Development"; Required Text #3, "The Lab Rat" (pp. 30-45); (Class): Task Force Reports: Participation Exercise.

XXVI Developing Personal Strategies for Leadership: Read: Required Text #1, "Taking Action on Priorities", "Climate"; Required Text #3, "What It's Like to Be a Black Manager", "Games Mother Never Taught You"; (Class): Task Force Reports: Participation Exercise.

XXVII Integrating and Evaluating Effective Leadership: Feedback and Evaluation.

XXVIII Exchanging Scheduled Class Hours: The nine hours originally scheduled for classes and the final exam will be exchanged for the 8.5 hours scheduled for your participation in the Looking Glass, Inc. management simulation on Saturday.

Baylor University - Waco, TX

J. Clifton Williams
Susan Dugat
Elizabeth Vardaman

LEADERSHIP DEVELOPMENT SEMINAR

This one hour seminar offered to freshmen and juniors of all majors was created and implemented by the faculty and administration of the School of Business. The text, Leadership Quest was written by J. Clifton Williams, an industrial/organizational psychologist, and was published in loose-leaf form to permit students to add class notes and turn in inventories for evaluation. The text emphasizes the importance of feedback concerning leadership performance, value clarification, goal setting, and behavior change through self-shaping behavior modification and real-world experiences that demand stretching and risking.

Students evaluate their leadership styles, assertiveness, self-confidence, and goals. They receive prescriptions for increasing their effectiveness in these areas. They are introduced to faculty and community leaders who speak to them on subjects such as effective communication, identification of role models, and on leadership as part of a lifestyle.

Two of our guest speakers have become part of our regular staff because their presentations enable the students to lead themselves and others more wisely. One is a former Air Force pilot who now teaches Organizational Theory in the School of Business; he focuses his seminar on effective time management techniques. Another class session is led by a professor of philosophy who discusses Perry's scheme, the assumptions inherent in our thought processes, and the value of an inquiring mind.

Students are required to keep a journal throughout the seminar. These responses to class, lectures, readings and their campus and personal lives are valuable records of students' thoughts. They report that their journals are a major learning tool for assimilating the leadership materials.

Another dimension of the seminars is the service project (optional). Students are encouraged to devote hours during the semester to a volunteer experience in the community or on campus.

PROFESSIONAL DEVELOPMENT SEMINAR

The pilot program of Baylor's most ambitious leadership program is now underway after extensive planning by 25 members of the School of Business faculty and administration. Baylor students majoring in business will be required to take this three-hour Professional Development Seminar during the first semester of their junior year. The basic content from our one-hour leadership development seminar has been preserved in this new course. Three other major emphases have been added: business ethics, corporate consciousness and advanced communication skills. The original leadership seminars will stay in place for liberal arts majors.

The Professional Development Seminar is uniquely experiential. Structured around a hypothetical software privately-held corporation named ACCEL, INC., the course exposes students to a variety of real-life simulations as they study and discuss cases with each other, their professors, and leaders from the business world. In addition to Leadership Quest, the PDS uses Organizational Reality: Reports from the Firing Line (Frost, Mitchell, and Nors: Scott, Foresman, 1986) and current journal readings.

Additionally, to create another type of simulation, students are required to "dress for work" on designated days. They are expected to relate as professionals to their superiors; they interview for job openings in ACCEL, INC.; they work individually and in groups, making presentations and writing memos, reports, and letters to ACCEL, INC. board members. In many situations they compete with each other-for points toward an expense-paid trip to Hawaii.

A diagnostic writing exam is a pre-entry requirement to the Professional Development Seminar. Students (employees of ACCEL, INC.) must be proficient in areas of grammar, spelling, punctuation, and business letter writing. Students who do not qualify for admission complete modules in the language laboratory conducted by experts in business writing.

Professional ethics, leadership and advanced communication issues in each of these areas overlay one another in class discussions and in assignments. Students respond favorably despite the heavy work-demands and the business simulations which tend to introduce unexpected stress. They have competed in writing contests associated with professional institutes. Individually and as a group, they have competed in various contests sponsored by Baylor University.

There is strong evidence that university students can be taught leadership skills and can be motivated to lead more effectively. The objective of all leadership development at Baylor is to give them that opportunity.

University of North Carolina - Chapel Hill, NC Cynthia A. Wolf

NORTH CAROLINA FELLOWS PROGRAM

The North Carolina Fellows Program at the University of North Carolina at Chapel Hill is one of three such programs in the State. Founded in 1967 this four year Leadership Development Program is designed to accelerate and support the development of highly motivated young people with exceptional leadership potential into effective leaders with a strong sense of responsibility to those whom they serve.

The program is founded on two premises: (1) that persons with exceptional leadership abilities can be identified at an early age, and (2) that the personal development and leadership capacity of such young people can be significantly enriched and encouraged by identifying them as leaders and providing them with special development opportunities.

HOW FELLOWS ARE SELECTED

The primary basis for selection is demonstration of a strong motivation and capacity to influence other people. Other important qualities are: intelligence, creativity, social sensitivity, and capacity for self-examination.

Each Spring, all students in the Freshman class are invited to apply to the Program. All applications are reviewed, preliminary interviews are conducted and approximately 40 Freshmen are chosen to participate in a round of Final Interviews. Finally 20-25 students are selected to become Fellows.

THE PROGRAM

One of the most important goals of the Program is to force Fellows to think seriously what leadership is and how their own potential for leadership can be expanded. The Program emphasizes self-development. The success of the Program depends largely upon the initiative, ingenuity and personal responsibility of each Fellow to take advantage of Program offerings.

PROGRAM REQUIREMENTS

FRESHMAN YEAR: Freshman Retreat Weekend (Weekend retreats are typically held from a Saturday afternoon through Sunday afternoon. Dates are provided much in advance to allow for adequate planning.): focus on self-awareness and examination of one's present style of leadership.

SOPHOMORE YEAR: Three Credit Seminar entitled "Special Studies 90: Leadership Seminar" taught during Fall Semester only. This course focuses on leadership styles and philosophies.

JUNIOR YEAR: Junior Retreat Weekend: focus on the significance of the service component in leadership and a re-examination of one's personal and leadership styles.

SENIOR YEAR: Senior Retreat Weekend: focus on the ethics of leadership, the issue of transition into the working world, and an examination of one's changes in leadership styles.

IN ADDITION to events specific to a particular class, all N.C. Fellows are required to participate in the following events: **Internship:** a structured internship usually full-time during the summer between junior and senior years. **Monthly Dinners with Community Leaders:** each year. **Selection of future Fellows:** each year.

PROGRAM ACTIVITIES

N.C. Fellows are encouraged and welcomed to participate in a number of additional program activities. Opportunities exist for coordinating some of these programs. Included are: Group Service Projects for the University and/or local community; Carolina Leadership Development Workshop, held annually each Spring Semester; Abbreviated training programs at the Center for Creative Leadership in Greensboro; Exchange Retreat with members of the Fellows Programs at N.C. State and Davidson; Carolina Contact Program coordinated with the UNC-CH Admissions Office; Utilization of a lounge where N.C. Fellows may congregate to study or talk; Monthly dinner meetings with outstanding community leaders; Special learning experiences: workshops, retreats; Assistance in locating appropriate internships.

INTERNSHIPS

The ideal internship should give Fellows a personal model for their own development as well as practical exposure to leadership problems and strategies. The Program assists students in locating appropriate internships.

The organization providing the internship often pays the intern a stipend or salary adequate to cover living expenses; however, in some instances the Program can make funds available to students whose organization does not provide funding.

The following selective list gives some idea of where Fellows have interned: Cable News Network, Atlanta Georgia; Carolina Power and Light Company, Raleigh, N.C.; City of Elizabeth City, Elizabeth City, N.C.; Higher Achievement Program, Washington, D.C.; Institute of Government Summer Intern Program, Raleigh, N.C.; NEWSDAY, Melville, N.Y.; Winston-Salem Sentinal, Winston-Salem, N.C.; Wachovia Bank and Trust Company, Winston-Salem, N.C.; World Hunger Year, New York, N.Y.

The Program offers participants the opportunity to: increase their self-knowledge and maturity; be exposed to different types of leaders and leadership styles; analyze the nature of leadership and leadership needs in a variety of situations; gain practical understanding of leadership roles; appreciate the importance of service as a necessary ingredient of responsible and effective leadership; be involved in a mentor relationship; benefit from the unique sense of community the Program inspires.

PLEASE DIRECT FURTHER INQUIRIES TO: Director, North Carolina Fellows Program, 01 Steele Building 050-A, University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27514, (919) 966-4041.

SPECIAL STUDIES 90: LEADERSHIP SEMINAR-Fall Semester
Taught By: Dr. Bill Balthrop

A Seminar in Leadership for Sophomore class members of the North Carolina Fellows Program. Its goals are (1) to explore the meaning of leadership and its exercise in different situations, including the acquisition and use of influence in a wide range of social situations; (2) to explore different styles and forms of leadership--what variables exist, what differences do they make in leadership effectiveness, and how can leaders adapt to them; (3) to examine the responsibilities associated with leadership-- the questions of followership and loyalty, service and ethical considerations, etc.; and (4) to reflect upon your own views of leadership, your own skills, and to plan ways of enhancing those leadership attributes.

The course will focus on (1) "The Nature of Leadership", seeking to answer such questions as, What does the term "leadership" mean? What do we mean by "influence" and "power"? How is power exercised and by whom? What are the "styles" of leadership? What is the relationship between leader and follower? Is there a difference between leading and "managing"? Where do ethical choices emerge? What constitutes service? Why do we serve? What differences does structure or organization make in effective leadership? How much of effective leadership rests upon "personality" variables? When should leaders "play it safe"? When should they take risks?

(2) Developing an awareness of practical skills in leadership and how they can contribute to greater effectiveness considering what do we mean by "motivation" and how can we instill and maintain it? How can conflict be used as a positive factor? How can group, or organizational, cohesiveness be enhanced? What are our options in dealing with intransigence, or deviance? How do we criticize those with whom we must work? How can we manage time more effectively? How can we cope with stress? What difference to our effectiveness does good physical health make? How can we fight "burnout"?

We will not reach definitive answers to these questions, but we can improve our understanding of the leadership process and be aware of the options available and the constraints we must face. Such knowledge is likely to produce more informed choice-making and to increase leader effectiveness.

Instructional methods will include some lecture, but will rely mostly on exercises, role-playing, and discussion by seminar participants. Your experiences and insights, adapted to the topics and readings, will be the most important instructional variable in the class.

REQUIRED TEXT: The only required text is a packet of reading materials. These readings are designed to inform and provoke. They do not contain the "right" answer; they provide alternatives and grounds for our discussions. Differing views have been included for topics. While the seminar sessions will not "go over" the readings, the readings are a valuable resource material and will add sophistication to our analysis and discussion of topics.

ASSIGNMENTS AND GRADING POLICIES: You are required to prepare three written assignments, in addition to one already completed on your own leadership tendencies.

1. A Profile/Analysis of a Leader or the Role of Leadership in a Critical Event--Explore an individual functioning as a leader within the community, or an instance of how leadership succeeded or failed in an event of importance, also within the community. Preferably, this should be someone with whom you can discuss her or his style of leadership in person. Alternatively, if you select an event to analyze, you should be able to have direct contact with the participants. You might consider power relationships, leadership style, areas of responsibility, importance and motivation for service, ethical choices made, etc. Assess and explain these issues in addition to descriptive material. This assignment will count 25% of the course grade, and will be due in Oct.

2. A Case Brief--Discuss several cases of leadership. To promote a thorough examination of each, each seminar member will present a "case brief" in which the problem, possible alternatives, and justifications for recommended choices are examined from the point of view of one of the major characters. This assignment, counting 25% of the course grade, will be due at various times throughout the semester.

3. A Leadership "Projection" Paper--Explore the demands facing leaders in your chosen area of career interest during the next decade or so; and develop a "plan"--as best you can--for how you will cope with those demands. This will require an assessment of your understanding of leadership, your strengths and relative weaknesses, and the relationship of these to the demands (both difficulties and opportunities) that you foresee for your area. Finally, it requires a road map, if you will, of how you will prepare yourself for those challenges. This counts 25% of the course grade due in Dec.

4. Class Participation--This is a seminar; you, your experiences and insights are the primary tools for instruction, therefore, class participation is essential. It must be emphasized that it is the quality of participation, and not the quantity alone, that is key (counts for 25% of the course grade).
   A meeting will be held during the final exam period.

SCHEDULE OF CLASS MEETINGS AND ASSIGNMENTS

Session:

1: Introduction and Orientation to the Course.

2: What is "leadership", and what constitutes a "leader"? (Discussion)

3: No Class.

4&5: An Exploration of "Influence": Communication and Power. Readings: Hunt, "The Role of Leadership in the Construction of Reality"; Smircich and Morgan, "Leadership: The Management of Meaning"; McCaskey, "The Hidden Messages Managers Send"; Yukl, "Power and Leader Effectiveness".

6&7: The Relationship between Exercising Power and Leadership Styles. Readings: Sashkin and Lassey, "Theories of Leadership: A Review of Useful Research"; Lassey and Sashkin, "Dimensions of Leadership"; Bennis, "The 4 Competencies of Leadership".

Session (Cont'd)

8: Is One Leadership Style the Most Appropriate? Readings: Tannenbaum and Schmidt, "How to Choose a Leadership Pattern"; Burke, "Leadership: Is There One Best Approach?"

9&10: Leadership and Coping with Conflict. Readings: Pareek, "Preventing and Resolving Conflict"; Ross, "Coping with Conflict".

11&12: The "Tough" Part of Leadership: Criticism and Discipline. Readings: Lobsenz, "Judging Job Criticism"; Campbell, Fleming and Grote, "Discipline Without Punishment--At Last".

12-14: Developing and Maintaining Follower Motivation. Readings: Karp, "Team Building from a Gestalt Perspective'; Turney and Cohen, "Participative Management: What Is The Right Level?", Baker, "Managing Organizational Culture".

15&16: Gender and Leadership. Readings: Reed, "Women Leaders in Small Groups: Social-Psychological Perspectives and Strategies"; Bernardez, "Women in Authority: Psychodynamic and Interactional Aspects"; Driscoll and Bova, "The Sexual Side of Enterprise".

17: The Necessity and Art of Delegating. Reading: Lowy and Finestone, "Delegation: A Process As Well As A Strategy".

18&19: Leadership and "Service". Readings: Curtis, "Management in the Public Sector: It Really Is Harder"; Shapiro, "Today's Executive: Private Steward and Public Servant".**Leader/Event Analysis Due.**

20: Leadership and "Followership". Readings: Pearce, "Leading and Following Volunteers: Implications For A Changing Society"; Lippitt, "The Changing Leader-Follower Relationships of the 1980s"; Heller and van Til, "Leadership and Followership: Some Summary Propositions".

21: Improving Time Management.

22: The Importance of "Wellness" in Effective Leadership. Keith Ray from UNC Health Education will visit the seminar.

23: No Class. Dr. Balthrop will be attending the National Convention of the Speech Communication Association in Chicago.

24: Is There A Difference Between "Leading" and "Managing"? Readings: Zaleznik, "Managers and Leaders: Are They Different?"; Harvard Business Review, "Letters to the Editor".

25&26: Leadership and Ethics; or, What Price Effectiveness? Reading: Nash, "Ethics Without The Sermon".

27: Leadership: A "Philosophical" Reflection. Readings: Pascale, "Zen and the Art of Management"; Grob, "Leadership: The Socratic Model".

Please Note: This syllabus is "tentative". Several of the specific items mentioned in the Course Description are not listed as a specific topic in the syllabus. Most of these will be covered under other topics. If you have issues of leadership that you believe would benefit the seminar that are not included here, feel free to mention them to me. Drop by the office, whether in office hours or not, for a chat.

BIBLIOGRAPHY FOR LEADERSHIP EDUCATION

INTRODUCTION

The following bibliography is an eclectic collection of books, articles, reports and reference materials related to the topic of leadership and leadership education. Just as there is great variety in the leadership courses and programs found in this book, there is a corresponding variety in the bibliographic resources that are included here. There are biographies, histories, political tracts, psychological studies, program reports, management texts, readings in group process, sociological investigations, popular works, classic fiction--and more.

A bibliography on "leadership" will always have gaps and omissions. The subject is too broad and diffuse to be easily structured; it cuts across disciplines with writings that include pedantic armchair meanderings, narrowly-focused research, and thoughtful multidisciplinary tomes. The literature is constantly growing. The substantive content of leadership is, in Karl Weick's words, constantly "twigging"--adding new branches to accommodate new research thrusts and learnings. Our objective was not to compile a list that was comprehensive or tightly knit, but rather to have a pragmatic tool, with enough variety to contain references useful in a diversity of courses and programs.

The sources of material selected for inclusion in this bibliography include Source Book contributors, reference lists contributed by participants in the annual Leadership Education Conference, computer literature searches, the CCL Library's resource collection, and suggestions by CCL staff and colleagues.

Most of the material is annotated. The annotations have come from many sources, including contributors to the Source Book, author abstracts and CCL Library staff, and thus show considerable variety in style and length. Use the annotations as pointers to material to select for review, not as definitive summaries of the item's content, nor as an unqualified recommendation of quality.

Readers who are just getting under way in setting up a leadership education course or program may wish to look closely at the Reference Materials section of this bibliography. Included in this section are a number of "method" books on leadership development, group work, and individual growth. There are also reports of surveys undertaken to explore various facets of the field of leadership education and development. Finally, this section also contains a number of bibliographies and reviews that would be useful for exploring additional readings and resources.

Bibliography Contents

Books 333

Articles 366

Reference Materials 385

Bibliographies and Reviews 385

Training Guides and Teaching Resources 387

Survey Reports 391

BOOKS

Adams, J., & Yoder, J. D. (1985). *Effective leadership for women and men*. Norwood, NJ: Ablex.

Adams and Yoder provide information they hope will help the military and other organizations to better utilize leadership talents of women. They provide a review of leadership theories and then discuss findings from "Project Athena," a comparative study of male and female leaders at West Point.

Alinsky, S. (1972). *Rules for radicals*. New York: Random House.

Alinsky draws on his extensive experience as an organizer of community groups to define areas of emphasis for potential activists and sets forth a method he believes is most successful in effecting social reform. Alinsky weights arguments on means and ends, examines the use of words in influencing peoples, and describes tactics he found viable and that can be employed to change society.

Argyris, C. (1976). *Increasing leadership effectiveness*. New York: Wiley.

A description and analysis of a learning seminar designed to teach top-level executives over a long period how to modify their approach to the world--shifting from emphases on control, winning, and rationality, to concern for valid information, free and informed choices, and expression of feeling. Argyris links his theory of "double loop learning" to the concept of leadership effectiveness.

Astin, A. W., & Scherrei, R. A. (1980). *Maximizing leadership effectiveness: Impact of administrative style on faculty & students*. San Francisco: Jossey-Bass.

The purposes of this study was to determine how an institutions particular style of management and administration affect faculty and students. Astin explores the outcome of administration on the quality of education by assessing its impact on the institution. Profiles of senior academic officers, descriptions of administrative styles, impact of leadership on faculty and students, implications for practice, and proposals for changes in college administration are discussed.

Bailey, T. A. (1980). *The pugnacious presidents: White House warriors on parade*. New York: Free Press.

Bailey presents a novel approach to American history. This is a study of the basic militancy of each Chief Executive, of what might be termed his "pugnacity index" as disclosed in foreign and domestic crisis.

Baldridge, J. V., Curtis, D. V., Ecker, G., & Riley, G. L. (1978). *Policy making and effective leadership: A national study of academic management*. San Francisco: Jossey-Bass.

The decision and governance processes of colleges and universities are explored in this study. A description of the major developments in academic management and governance; including the role of faculty, the styles of administrative leadership, the functions of policy-making bodies, the efforts towards unionization, and control by state systems. A variety of research techniques were used including: surveys, analysis of historical documents, interviews, case studies, etc.

Barber, C. J., & Strauss, G. H. (1982). *Leadership: The dynamics of success*. Greenwood, SC: Attic Press.
This book is organized into the general topics of individual processes, group processes, and organizational effectiveness, repackaging basic social psychology as if it had direct relevance to organizations. Baron's book contains standard social psychology with plausible conjectures about how it might affect settings quite different from those in which its adequacy was first demonstrated.

Barber, J. D. (1977). *Presidential character: Predicting performance in the White House*. Englewood Cliffs, NJ: Prentice-Hall.
A study suggesting that discernible traits in personality of a candidate or an incumbent president forecast his conduct in office. Barber defines 4 tendencies or directions of behavior by which a President or aspirant to the position can be adjudged. Barber analyzes Presidents from Theodore Roosevelt to Richard Nixon, appraising each man's character, world views, and style on the basis of childhood experiences and adult conduct both in office and in private life.

Barnard, C. (1968). *The functions of an executive: Thirtieth anniversary edition*. Boston: Harvard University Press.
Path-breaking book on the analysis of business organizations and the functions of the executives in them. Barnard presents his theory of cooperative behavior in the formal and informal organization. Barnard takes that which has been developed at the level of theory and abstraction and puts it in the perspective of the practicing executive.

Baron, R. A. (1983). *Behavior in organizations: Understanding and managing the human side of work*. Boston, MA: Allyn and Bacon.
One reviewer said that this "was the finest organizational behavior text I've seen in several years. It is well-written and both logically and systematically organized." The book's sixteen chapters are divided into four parts covering progressively larger units of analysis--introduction, individual, group, and organization.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
Discusses the role of the transformational or charismatic leader--who these leaders are, how they get results, and why their leadership often exceeds all expectable limits. Bass attempts to close the gap between the work of social and organizational psychologists, whose focus has been on small groups and institutional settings, and that of political scientists and psychohistorians, who have done most of the important studies of world-class leaders.

Beal, G. M., Bollen, J. M., & Raudabaugh, J. N. (1962). *Leadership and dynamic group action*. Ames, IA: Iowa State University Press.
Three experts in group dynamics present their experienced techniques for improving leadership, both on the job and in community

activities. The book is divided into three parts--Group Interactions, Group Techniques, and Evaluation. The authors hope to "make leadership more realistic and more attainable to the group member who wishes to improve his human relations skills and assume greater responsibilities."

Bennis, W. G. (1976). *The unconscious conspiracy: Why leaders can't lead*. New York: AMACOM.

This book provides commentary seeking to distinguish true leadership from mere managing, and to show the difference. The assumption is made that all leaders face basically the same problems. The problems grow more complex as the leader's own authority and autonomy grow more circumscribed by events and forces beyond control. The commentaries raise many questions to hopefully stimulate todays leaders to pose further questions in a search for the right answers.

Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper & Row.

This book projects the belief that leadership is the pivotal force behind successful organizations. To create vital and viable organizations, leadership is necessary. Leadership will then help mobilize the organization toward a new vision of what the organization can be. This leader is one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change. This concept is called "transformative leadership."

Berkley, G. E. (1971). *The administrative revolution: Notes on the passing of organizational man*. Englewood Cliffs, NJ: Prentice-Hall.

The emphasis of this book is on social and organizational change. Berkley feels that the "system" is adjusting to new situations and new values reasonably well. Organizations and bureaucracies, public and private, here and abroad, "are finding themselves more and more in step with the social forces of their time and are becoming more and more disposed to making their procedures and goals consistent with those of the community in which they exist."

Betz, D. (1981). *Cultivating leadership: An approach*. Lanham, MD: University Press of America.

This book is for the individuals involved in the process of becoming a leader--the manner in which an individual proceeds to develop his/her talents, an odyssey of self-discovery--is utilized in the general discussion. The characteristics and modes of leadership, culture and leadership, the mystique of charisma, leadership in a free society, ideas for individual fulfillment, practice of leadership, and the education and cultivation of leadership are explored.

Blanchard, K., & Johnson, S. (1982). *The one minute manager*. New York: William Morrow.

A brief presentation of how people produce valuable results and feel good about themselves, and the organization and the other people with whom they work. The book is a simple compilation of what many have taught concerning how people work best with others.

Blau, P. M. (1964). Exchange and power in social life. New York: Wiley.

Presents an argument which analyzes the social processes that govern the relations between individuals and groups and their importance for understanding the complex social structures of modern communities and societies. The author attempts to link the study of small groups and broad theories of society by deriving the social processes found in complex structures from simpler processes in small groups and interpersonal relationships.

Bogue, E. G. (1985). The enemies of leadership: Lessons for leaders in education. Bloomington, IN: Phi Delta Kappa Educational Foundation.

This book centers on the theme that leadership is an art form whose effectiveness is improved by the mastery of leadership and management research and by the display of personal integrity. The book tries to provide the operational answer to the question, "What exactly do we mean when we say that leadership is effective or ineffective?

Boles, H. W., & Davenport, J. A. (1984). Introduction to educational leadership. Lanham, MD: University Press of America.

The text deals with questions related to school administration and the development of leaders. The authors have made a conscious effort to show how the behavioral and social sciences contribute to the growth of school administration.

Boyatzis, R. E. (1982). The competent manager: A model for effective performance. New York: Wiley.

The purpose of this study was to determine which characteristics of managers are related to effective performance in a variety of management jobs in a variety of organizations. An additional purpose was to investigate how managerial competencies affect each other and relate to other aspects of management jobs.

Bradford, D. L., & Cohen, A. R. (1984). Managing for excellence: The guide to developing high performance in contemporary organizations. New York: Wiley.

This book is aimed at managers who are interested in a model of management that the authors contend can move the manager's department "to a state of excellence." Utilizing their own observations along with gleanings from the management literature, Bradford and Cohen developed a model of leadership. To hone it, they applied their concepts in middle management workshops totaling over 200 participants.

Broder, D. S. (1980). Changing of the guard: Power and leadership in America. New York: Simon & Schuster.

This work evolved from a series of extensive interviews with this country's generation of political leaders--those born between 1930-1955. Broader shares the views and experiences of this group as well as offering his own thoughts on the men and women who will soon receive "custody of the nation's leadership."

Brooten, D., Hayman, L., & Naylor, M. (1978). Leadership for change: A guide for the frustrated nurse. Philadelphia: Lippincott.

Bruce, J. S. (1986). *The intuitive pragmatists, conversations with chief executive officers*. Greensboro, NC: Center for Creative Leadership, Special Report.

This study present the observations and conclusions-in-retrospect of a group of CEOs concerning what was important about their jobs. The report examines how a leader transforms an organization. The study was not intended to look at the results of what these CEOs did, but rather to look at the process by which they went about doing it.

Bullitt, S. (1977). *To be a politician*. New Haven, CT: Yale University Press.

Initial publication was in 1959. Some additional chapters have been added: abstract and theoretical issues involved in seeking political candidacy for election. Bullitt muses about life and politics, and attempts to relate it to his running for office.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

The "dynamic reciprocity" theme is presented in a highly readable volume of leadership analysis. History, biographies, and a socio-psychological approach combine to provide a highly innovative study of the elements of leadership. Teaching and learning leadership are discussed in narrative format. This book could well be used as a follow-up text to the study of leadership theory.

Burns, J. M. (1972). *Uncommon sense*. New York: Harper & Row.

Burns' treatise asserts that the domestic and foreign policy troubles he identifies as confronting the U.S. are rooted in the habits of those that preserve out-moded myths and shibboleths which blind citizens and Presidents alike to the necessity for creative governmental change. The central argument of the book concerns means and ends, an examination of the capacity of the nation to define its fundamental values and to transform them into guides to action.

Burns, J. M. (1956). *Roosevelt: The lion and the fox*. San Diego, CA: Harcourt Brace Jovanovich.

Highly readable, two volume biography--(Vol. 2 "Roosevelt: Soldier of Freedom"). Burns describes the 32nd President as a man of "no fixed convictions about methods and policies" whose chief tenet was "Improvise."

Bursk, E. C., & Blodgett, T. B. (1971). *Developing executive leaders*. Boston: Harvard University Press.

This is the fourth and final volume of articles selected from the Harvard Business Review for the series in business administration. It brings together sixteen articles concerned with improving administrative competence while broadening the manager's viewpoint.

Campbell, C. (1986). *Managing the presidency: Carter, Reagan, and the search for executive harmony*. Pittsburgh, PA: University of Pittsburgh Press.

Argues that too many studies of the U.S. executives have focused on personalities and styles without adequately taking into account the president's relationship to his advisers and the machinery of the

office. Campbell describes the institutional development of the presidency in recent years with particular emphasis on the Carter and Reagan administrations. Campbell draws on interviews with nearly two hundred officials, including senior members of the White House staff.

Caro, R. (1975). The power broker: Robert Moses and the fall of New York. New York: Random House.
This book reveals singular public service, achievements, foresight, and egotism of Robert Moses, and attacks the type of urban planning that Moses personified. The author contends Moses' planning was dehumanizing, insensitive toward the poor and minority groups, more concerned with parks and parkways than people, which paved the way for much of today's urban ills.

Caro, R. A. (1984). The years of Lyndon Johnson: The path to power. New York: Random House.
The first of a three volume biography of Lyndon Baines Johnson, the thirty-sixth President of the United States. This volume begins with Johnson's boyhood and concludes with his defeat in his first race for the Senate in 1941. "The more one thus follows his life, the more apparent it becomes that alongside the thread of achievement running through it runs another thread, as dark as the other is bright, and as fraught with consequences for history."

Carroll, S. J., & Tosi, H. L. (1977). Organizational behavior. Chicago: St. Clair Press.
This book is about the human problems of management. It focuses on people and organizations, and the many ways these interact to result in varying levels of organizational effectiveness. . . This book is a prescriptive book; that is, written about what we think is the best way to manage different kinds of people in different kinds of organizations. (Authors' comments)

Clemens, J. K. & Mayer, D. F (1987). The classic touch: Lessons in leadership from Homer to Hemingway. Homewood, IL: Dow Jones-Irwin.
This book taps the collective wisdom found in the classic works of Western philosophy, history, biography and drama and applies it to the problems of modern managers and leaders. It addresses such issues as how to build a team and keep it together, how to manage an acquisition once it's in place, how to eliminate daily distractions and how to better trust your intuition.

Cleveland, H. (1972). The future executive: A guide for tomorrow's managers. New York: Harper & Row.
Addresses aspirants to positions of responsibility in government, business, or the professions. Succinctly outlines the attributes necessary for the successful executive. Cleveland draws on his extensive experience to set forth the ramifications of the argument that the future will see the emergence of public, parapublic, and private systems organized along consensual or collective terms of increasing complexity.

Cleveland, H. (1985). The knowledge executive: Leadership in an information society. New York: Dutton.
Builds on the premise that more than half of all work now done in the United States is information work. Discusses the differences between information and other kinds of resources. Says that, "tomorrows leaders will be those with a taste for paradox, a talent for organizational ambiguity, and the capacity to hold new and dissimilar ideas comfortably in the managerial mind."

Cohen, M. D., & March, J. G. (1986). Leadership and ambiguity. 2nd ed. Boston, MA: Harvard Business School Press.
Examines some general ideas about leadership and ambiguity in the context of the American college president. The 2nd edition adds short commentaries , plus brief empirical addenda to the chapters on presidential activities and careers--also an essay on administrative leadership.

Collier, P., & Horowitz, D. (1984). The Kennedys: An American drama. 1st ed. Summit Books.

Cornwall-Jones, A. T. (1985). Education for leadership: The international administrative staff colleges, 1948-1984. Boston: Routledge and Kegan Paul.
This book is concerned with the issues the author encountered in helping others who, in Australia, Pakistan, the Philippines and Ghana, wished to make some use of the ideas for which Henley College then stood for. And, in the process, to contribute to an understanding of these staff colleges and their original aims.

Cribbin, J. J. (1972). Effective managerial leadership. New York: American Management Association.
This book was written in response to requests of line managers for realistic guidelines that they can translate into appropriate behavior in their workaday situations. Aimed at the manager who must achieve objectives despite the distractions and irritations of an existence in the corporate "zoo."

Cribbin, J. J. (1982). Leadership: Strategies for organizational effectiveness. New York: AMACOM.
This book seeks to help you improve your leadership competence, based on examining some of the more significant research findings, reflecting on how different leaders have coped with a variety of situations, and formulating a leadership development program custom-tailored to you and your milieu.

Cronin, T. E. (1980). The state of the presidency. Boston: Little, Brown.
Cronin views leadership by a "good ol'boy" (Jimmy Carter) as somewhat of a good thing, but has included his ideas about electoral reform and presidential checks and balances.

Crosby, P. B. (1987). Running things: The art of making things happen. New American Library.

Czudnowski, M. M. (Ed.). (1982). Does who governs matter? DeKalb, IL: Northern Illinois University Press.

Contains essays drawn from a 1981 conference at Northern Illinois University commemorating the centennial of Gaetano Mosca. Most of the elites discussed consist of public officeholders in various nation-states. The social backgrounds, the career patterns, and some of the political attitudes of these elites are examined. Contains a variety of worldviews and intellectual strategies.

Czudnowski, M. M. (1983). Political elites and social change: Studies of elite roles and attitudes. DeKalb: Northern Illinois University Press.

Part of a two volume set ("Does Who Governs Matter?) containing 22 essays drawn from a 1981 conference at Northern Illinois University commemorating the centennial of Gaetano Mosca. The elites discussed in these volumes consist of public officeholders in various nation-states. What is learned about political leaders in these essays has mostly to do with their social backgrounds and with changes therein over time, their career patterns, and some of their political attitudes.

De Gaulle, C. (1975). The edge of the sword. Westport, CT: Greenwood.

Reprint of the 1960 edition.

De Jouvenal, B. (1981). On power: Its nature and the history of its growth. Westport, CT: Greenwood.

Doig, J. W. (1987). Leadership and innovation: A biographical perspective on entrepreneurs in government. Johns Hopkins University Press.

Drucker, P. F. (1982). The changing world of the executive. New York: Times Books.

This book provides insights into, and an understanding of, the world of the executive. It also provides a useful "executive agenda" to stimulate both thought and action. The book should be read with this overriding question in mind: "How can I, and we in my organization, use this idea or these insights to perform more effectively--to do a better job, and above all, to welcome and accommodate the new and the different."

Drucker, P. F. (1969). The effective executive. New York: Harper & Row.

A presentation of the findings based on a systematic study of what effective executives do that the rest do not do, and what they do not do that the rest tend to do. Findings show that effectiveness can be learned, and also, that it must be learned. This book presents in simple form the elements of this practice.

Durrenmatt, F. (1958). The visit. New York: Grove Press.

Dye, T. R. (1983). Who's running America?: The Reagan years. 3rd ed. Englewood Cliffs, NJ: Prentice-Hall.

Focuses on the decision-making power of persons in corporate, government, and public interest institutions. Biographical and structural data are presented and analyzed to substantiate Dye's

assertion of interaction between private and public elites regarding national decision making.

Dye, T. R. (1986). Who's running America?: The conservative years. 4th ed. Englewood Cliffs; NJ: Prentice-Hall.
Revised edition of "Who's running America?: The Reagan years.

Dyer, F. C., & Dyer, J. M. (1965). Bureaucracy vs. creativity: The dilemma of modern leadership. Baltimore, MD: University of Miami Press.
This book addresses the problems of leadership, creativity, bureaucracy, progress, and efficiency. It is designed for readers who already have had practical experiences with, or who are engaged in theoretical studies of modern organizations. Definitions of terms, analysis of what is taking place and what will probably take place, and guidelines on which to base decisions about measures that promise to increase or constrain bureaucracy or creativity are provided.

Erikson, E. H. (1970). Gandhi's truth: On the origins of militant nonviolence. New York: Norton.
Erikson reveals that what has always been thought of as a relatively minor episode in Gandhi's life--the Abmedabad Mill strike of 1918 and Gandhi's first fast--was, in fact, an event of crucial importance in his rise as a natural leader and as the originator of militant nonviolence.

Fiedler, F. (1967). A theory of leadership effectiveness. New York: McGraw-Hill.
This book presents a theory of leadership effectiveness which takes account of the leader's personality as well as the situational factors in the leadership situation. This theory attempts to specify in more precise terms, the conditions under which one leadership style or another will be more conducive to group effectiveness. The book summarizes the results of a 15-year program of research on leadership and a theory of leadership effectiveness, and integrates the findings.

Fiedler, F., & Chemers, M. M. (1977). Improving leadership effectiveness: The Leader match concept. 2nd ed. New York: Wiley.
Tells how to identify your leadership style and to match it with the situation in which you perform best. Offers guidelines on how to change a situation to strengthen your leadership effectiveness.

Fisher, R., & Ury, W. (1981). Getting to yes. Boston: Houghton Mifflin.
This book is about the method of principled negotiation. Descriptions of the problems that arise in using standard strategies of positional bargaining, the four principles of this method of negotiation, and questions concerning the method. Principled negotiation represents an all-purpose strategy.

Freeman, D. S. (1942). Lee's lieutenants. (Vols. 1-3) New York: Scribner.
A three volume study of the Confederate commanders who served with and under General Robert E. Lee in the Civil War. "The necessary qualities of high military command manifestly are military imagination, initiative, resourcefulness, boldness coupled with a grasp of

practicality, ability to elicit the best of men, and the more personal qualities of character, endurance, courage and nervous control."

Frost, P. J., Mitchell, V. F. & Nord, W. R. (1986). Organizational reality--reports from the firing line. 3rd ed. Glenview, IL: Scott, Foresman.
An anthology of articles on current management and the picture of many aspects of what people perceive to be the reality of organizations, staffing, making it, images, being different, alignments and realignments, compulsion to perform, control and resistance, humor, hazards, courage, leadership, rises and falls, and organizational effectiveness.

Gardner, J. W. (1964). Self-renewal. New York: Harper & Row.
The author brings together the topics of moral decay and renewal, and the individual's capacity for lifelong learning. Gardner feels that unless we attend to the requirements of renewal, aging institutions and organizations will eventually bring our civilization to ruin. A call to foster versatile, innovative and self-renewing men and women, who share a vision of something worth saving.

Gardner, J. W. (1978). Morale. New York: Norton.
Hope, but not blind optimism, is applauded by the founder of Common Cause and former secretary of Health Education and Welfare, in an essay on the attitudes and values in contemporary society. Offers encouraging thoughts on renewing belief in ourselves.

Garreau, J. (1981). Nine nations of North America. Boston: Houghton Mifflin.
The author argues that the disparity within traditional geographic borders of resources, styles of living, and employment make these boundaries ridiculous. More feasible divisions, such as the Foundry (industrial North East), Bread-basket (Midwest), Dixie, and Mexamerica, are suggested with this history and social and economic development concisely imparted as documentation of each area's uniqueness and wholeness.

Gaventa, J. (1980). Power and powerlessness: Quiescence and rebellion in an Appalachian Valley. Champaign, IL: University of Illinois Press.
Systematic research on the history of coal and people in the Appalachian valley. Raises question of why the local people haven't put up greater and more frequent resistance to King Coal. The documentation includes the periods of powerful rank-on-file resistance that swept through the valley.

Geneen, H. S., & Moscow, A. (1984). Managing. New York: Doubleday.
The author offers his principles of good business management based on his experience as chief executive of ITT. His belief that peak experiences of ordinary, normal people create leaders in business and elsewhere are described along with the fascinating, demanding, and creative processes of management. Topics include: Theory G on Management, how to run a business, leadership, acquisitions and growth, entrepreneurial spirit, and the board of directors.

Gilbert, B. (1983). Westering man: The life of Joseph Walker. New York: Atheneum.

A history of the frontier and pioneer life of Joseph Reddeford Walker (1798-1876). Walker was characterized as exceptional for his physical prowess, intellect, talents and because of a consistent pattern of decent, principled behavior which men of great strength and self-confidence can sustain--an example of what a Frontier Hero could and should be.

Glasman, N. S. (date?). Evaluation-based leadership: School administration in contemporary perspective. Ithaca, NY: State University of New York Press.

This book moves school leaders and decision-makers toward a new model of operation rooted in evaluation. Through his analysis Glasman integrates important theoretical research and practical considerations with a special emphasis on the role of the school principal as one whose work can enhance student achievements.

Golding, W. (1962). The lord of the flies. New York: Putnam.

A parable about the breakdown of civilized restraints under extreme circumstance. A nuclear war forces the evacuation of children from Britain. One airplane filled with prep-school boys is wrecked on an uninhabited island. All adults on board are killed; only the boys remain alive. What ensues is the boys' attempt to create a society according to their sense of order based on a combination of their education and character.

Gouldner, A. W. (1965). Studies in leadership: Leadership and democratic action. New York: Russell and Russell.

An anthology dealing with the analysis of leadership, made by social scientists promising help to people engaged in democratic action. The book is an effort to provide some understanding of leadership behavior. The book is divided into five parts: types of leaders, leadership and its group settings, authoritarian and democratic leaders, the ethics and technics of leadership, and affirmations and resolutions.

Graubard, S. P., & Holton, G. (1962). Excellence and leadership in a democracy. New York: Columbia University.

A collection of essays addressing the problem of encouraging high standards of leadership in a democracy and to consolidate current thinking on the subject. The book tell us something about the relations between the President and Congress, about admission to American universities, about trends in scientific research, etc.

Gray, J. W. (1973). Communications and leadership. Reston, VA: National Association of Secondary Schools Principals.

Greenleaf, R. K. (1977). Servant leadership: A journey into the nature of legitimate power and greatness. New York: Paulist Press.

A constructive and critical examination of leadership and the perversions of leadership in major spheres of American life, including the crucial sphere of the responsibility (and irresponsibility) of boards of trustees. The book develops the concept of the

servant-leader and deals with the structure and mode of government that will favor optimal performance of our many institutions as servants of society. The book gives biographical models of two great servant leaders.

Greenstein, F. (1982). *The hidden-hand presidency: Eisenhower as leader*. New York: Basic Books.
Analysis of Eisenhower's policies and strategies. Greenstein establishes that the president practiced "public vagueness" and "private precision". Eisenhower purposely projected the image of being a politically benign, folksy leader who reigned but did not rule, so as to publicly accent the head-of-state role of the president, thus garnering public support. Greenstein draws together the lessons that contemporary and future presidents can learn from Eisenhower's style.

Guest, R. H., Hersey, P., & Blanchard, K. (1986). *Organizational change through effective leadership*. 2nd ed. Englewood Cliffs, NJ: Prentice Hall.
The book deal with how managers cope with the inevitable barrage of changes that confront them daily in attempting to keep their organizations viable and current. Using a real life plant as a case study, this book follows the plant from disintegration through rebuilding.

Guthrie, E., & Miller, W. S. (1981). *Process politics: A guide for group leaders*. San Diego, CA: University Associates.
Process politics believes groups can change while incorporating the needs of personal fulfillment and individual accomplishment. Self-awareness and group effectiveness are the main focus of this volume. Some applicable "maintenance checks" are included in the appendix.

Halberstam, D. (1983). *The best and the brightest*. New York: Penguin.
A study of the people who filled Cabinet and other high government positions in the administration of John F. Kennedy - "the best and the brightest" - and the questioning of why so many of their decisions and policies were later to be proved so wrong.

Halberstam, D. (1979). *The powers that be: Time, CBS, Washington Post, New York Times*. New York: Alfred A. Knopf.
Subject is the growing influence of the media on American political life. Examines five great corporations (CBS, LA Times, Time, Washington Post, NY Times).

Heider, J. (1984). *The Tao of leadership: Lao Tzu's Tao te Ching adapted for a new age*. Atlanta, GA: Humanics Ltd.

Hein, E. C. (1986). *Contemporary leadership behavior: Selected readings*. 2nd ed. Boston: Little, Brown.

Heller, T. (1986). Leaders and followers: Challenges for the future. JAI Press.

Discusses the concepts and dynamics of leadership and followership. Reviews the concept of participative leadership and the changing environment of leadership.

Hellriegel, D., & Slocum, J. W., Jr. (1979). Organizational behavior. St. Paul, MN: West Publishing.

An in-depth examination of organizational behavior should be required by all who teach or facilitate leadership development. This book provides a solid base from which the understanding of organization can arise. A good resource book for staff, yet the lengthy nature of the book limits its use beyond that group.

Hersey, P. (1985). The situational leader: The other 59 minutes. New York: Warner Books.

Hersey, P., & Blanchard, K. H. (1982). Management of organizational behavior: Utilizing human resources. 4th ed. Englewood Cliffs, NJ: Prentice-Hall.

This book should be a leadership library tradition. It applies the concept of situational leadership while examining motivation, leader behavior, and environmental diagnosis. A good resource for lecture material on theory.

Herzberg, F. (1966). Work and the nature of man. New York: Thomas Y. Crowell.

Third book in a trilogy concerning job attitudes. It represents an elaboration of the "motivation-hygiene" theory of job satisfaction initially formulated by Herzberg in his second book. Provides a summary of more experimental data resulting from replications of his initial study.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). The motivation to work. New York: Wiley.

This book reports the findings from a study of job motivation. The analysis and interpretations of the authors suggest that a breakthrough may well have been made to provide new insights into the nature and method of operation of job attitudes. The presentation of this study is in clear and simple language. The book presents an interesting and potentially important hypotheses of the nature of job motivation and its effects.

Hodgkinson, C. (1983). The philosophy of leadership. New York: St. Martin's.

A companion to Hodgkinson's "Towards a Philosophy of Administration". He argues that leadership is essentially a philosophical activity that must deal with values because they "impinge upon every phase of the administrative process". The relationship of administration and leadership is one of identity.

Hoferek, M. J. (1986). Going forth: Woman's leadership issues for women in higher education & physical education. Princeton, NJ: Princeton Bk Co.

Hollander, E. P. (1978). Leadership dynamics: A practical guide to effective relationships. New York: Free Press.

The contents deal with defining and approaching leadership, authority and followership, social changes and exchange leadership effectiveness and functions in organizations, and a summary chapter on leadership dynamics. The main focus of the book is on leader-follower relations and is an appropriate resource for those interested in the leadership process.

Hunt, J. G., & Larson, L. L. (Eds.). (1979). Crosscurrents in leadership. Carbondale, IL: Southern Illinois University Press.

This book examines the variety of leadership approaches that are characteristic of the field today. Vol. 5 in the Leadership Symposia Series originating in 1971. This series covers the content of biennial symposia held at Southern Illinois University. These symposia were established to provide in-depth consideration of current and future leadership directions and to provide an interdisciplinary perspective for the scholarly study of leadership.

Hunt, J. G., & Larson, L. L. (Eds.) (1974). Contingency approaches to leadership. Carbondale, IL: Southern Illinois University Press.

In this second leadership symposium volume, 16 outstanding scholars in the field of administrative sciences review and discuss recent contingency approaches to leadership. Extensively illustrated with tables, graphs, and sample scale items.

Hunt, J. G., Sekaran, U., & Schriesheim, C. A. (Eds.). (1982). Leadership: Beyond establishment views. Volume VI. Carbondale, IL: Southern Illinois University Press.

This book is volume 6 of the Leadership Symposia Series originating in 1971. This series covers the content of biennial symposia held at Southern Illinois University. This volume joins the earlier ones in charting the state of the field. This series was established to provide in-depth consideration of current and future leadership directions and to provide an interdisciplinary perspective for the scholarly study of leadership.

Hunter, F. (1959). Top leadership, U.S.A. Chapel Hill, NC: University of North Carolina Press.

This series of studies is an array of logical statements compounded of research abstractions--the exploration of the hypothesis that a power structure exists in concretely definable terms at the national level of affairs--was a theoretical statement that guided the research in part, actual visits with national leaders, observations of them, and analysis of their statements and behavior in relation to each other guided the research presented.

Iacocca, L., & Novak, W. (1984). Iacocca: An autobiography. New York: Bantam Books.

An account of Lee Iacocca's life in leadership from his 32 years with Ford Motor Company, to his taking over the helm of Chrysler. The book is filled with personal reflections on his experiences and view of corporate and national leadership.

Jacobs, J. (1984). *Cities and the wealth of nations: Principles of economic life*. New York: Random House.

Treatise on the rise and fall of urban economies--aims to provide reasons for these dramatic economic curves and the resulting social upheaval they produce. The author points up the fallibility and failures of macroeconomics and supplies her own original interpretation of what really causes economies to thrive and expand.

Jacobs, T. O. (1971). *Leadership and exchange in formal organizations*. Alexandria, VA: Human Resources Research Organization.

The purpose of this book is to review and reinterpret the existing literature on leadership, power, and influence processes in general, in order to arrive at a more general approach to understanding them. The focus is on influence processes in formal organizations. The research was conducted under a contract performed by the Human Resources Research Organization for the Office of Naval Research.

Janis, I. L. (1982). *Group think: Psychological studies of policy decisions*. 2nd ed. Boston: Houghton Mifflin.

Jennings, E. E. (1972). *An anatomy of leadership: Princes, heroes, and supermen*. New York: McGraw-Hill.

Johnston, J. S., Jr., et al. (1986). *Educating managers: executive effectiveness through liberal learning*. San Francisco, CA: Jossey-Bass.

This book draws on extensive research and management studies to provide business professionals with a clear picture of the special qualities liberally educated managers offer--such as strong management, decision-making, and problem-analysis capabilities, as well as creativity. The book offers administrators and faculty guidance on effectively integrating business education with liberal learning.

Jones, B. D., Bachelor, L. W., & Wilson, C. (1986). *The sustaining hand: Community leadership*. Lawrence, KS: University Press of Kansas.

The urban drama, assembly plants in Michigan are primarily used as the vehicle for the examination of the role of the multi-national industrial corporation in decision making in the local community. The effect of auto production on the city and the consequences of changes in production and how an even greater consequence of change may effect patterns in the communities.

Josefowitz, N. (1980). *Paths to power: A woman's guide from first job to top executive*. Addison-Wesley.

A self-help guide for women managers that provides a multitude of practical suggestions on how to get ahead in the male-dominated business world. Josefowitz offers a variety of personal insights on how women can help themselves and other members of their sex at various stages of the career cycle.

Kanter, R. M. (1983). *The change masters: Innovation for productivity in the American corporation*. New York: Simon & Schuster.

A thorough and scholarly, but readable, book on the way organizational cultures affect innovation.

Kanter, R. M. (1977). Men and women of the corporation. New York: Basic Books.

Through a detailed tour of a firm called "Industrial Supply Corporation," Kanter demonstrates how the careers and self-images of the managers, professionals, and executives, and also those of the secretaries, wives of managers, and the women looking for a way up, are determined by the distribution and exercise of power. Her theory of the effects of power and powerlessness within corporate structures, explains why people behave as they do at work.

Kaplan, R. E., Drath, W. H., & Kofodimos, J. R. (1985). High hurdles, the challenge of executive self-development. Greensboro, NC: Center for Creative Leadership, Technical Report Number 25.

This paper is about self-development--the efforts of the executive to improve himself or herself, efforts that other people may well aid or abet. By self-development the authors mean the conscious, deliberate effort to come to terms with one's limitations. The authors' interest is in self-aware, self-directed improvement once managers have reached the highest levels.

Kearns, D. (1976). Lyndon Johnson and the American dream. New York: New American Library.

Kearns has taken her observations and what LBJ told her during their years together as part of the White House Fellows Program, and distilled them into an anecdotal-analytical picture of his personality and his accumulation of power and how it was put to use in light of the nature of political power in general and the changing character of U.S. government since the 1930's.

Kellerman, B. (Ed.). (1986). Political leadership. Pittsburgh, PA: University of Pittsburgh Press.

This is a source book for the study of political leadership. All of the essays address some aspect of leadership, yet among the authors are philosophers, psychologists, sociologists, political scientists, historians, mythologists, literary figures, activists, and public officials. The collection is particularly rich in work in political psychology, work that explicitly connects political life to the psychology of individuals and groups.

Kellerman, B. (Ed.). (1984). Leadership: Multidisciplinary perspectives. Englewood Cliffs, NJ: Prentice-Hall.

This book represents cooperative work in Leadership Studies. It provides a comprehensive range of perspectives on the interactions between those labeled leaders and those labeled followers. It serves as both an introduction to the subject and as a forum for related ideas that may be expected to stimulate more advanced discussion and study. The volume consists of a series of original essays by scholars from different disciplines, each considering leadership issues.

Kennedy, D. M. & Parrish, M. E., (Eds.). (1986). Power and responsibility: Case studies. San Diego, CA: Harcourt Brace Jovanovich.

The essays in this volume seek to illuminate factors of the complex relationship between leaders and all those followers. The aim

is to explain more than simplify the personality traits of several leaders or the techniques of power-welding. Examines nine case studies of the pursuit and exercise of power in modern America.

Kidder, T. (1982). The soul of a new machine. New York: Avon.
The story of how a team of computer engineers at Data General Corporation designed and built a powerful new minicomputer.

King, M. L., Jr. (1964). Why we can't wait. New York: Harper & Row.
An inside account of the non-violent movement for civil rights which achieved its greatest victory to date with the Negro demonstration in Birmingham in the summer of 1963. Rejecting both planned gradualism and unplanned spontaneity, King here reveals himself as a master-strategist in conducting civil rights demonstrations.

Kokopeli, B., & Lakey, G. (1984). Leadership for change: Toward a feminist model. Philadelphia: New Society.

Kolb, D. A., Rubin, I. M., & McIntyre, J. M. (1984). Organizational psychology: An experiential approach to organizational behavior. 4th ed. Englewood Cliffs, NJ: Prentice-Hall.
This book is intended as a source of primary material in organizational psychology for the student of management at all three levels--undergraduate, graduate, and in-service. A representative collection of the works of those who have contributed to our understanding of human behavior in groups and organizations. The book tries to portray a balanced view of the field of organizational psychology, including basic ideas and concepts, new approaches, and emerging perspectives.

Korda, M. (1976). Power: How to get it, how to use it. New York: Ballantine Books.
As Korda sees it, life is a series of power plays--from office politics to bargaining with the clerk in a fruit stand. Consequently, he offers guidance in understanding power and developing methods for assuming and exerting it.

Kotter, J. P. (1982). The general managers. New York: Free Press.
This book seeks to report and discuss the implications of a study of a group of executives in generalist or general-management jobs. Conducted between 1976-1981, this investigation employed multiple methods to look in depth at 15 general managers from 9 different corporations spread out across the U.S.

Kraus, R. G. (1985). Recreation leadership today. Glenview, IL: Scott, Foresman.
This book presents an up-to-date analysis of the role of leisure-service professionals in terms of direct program involvement. It has many references drawn from the current literature, and from manuals, guidelines, and other materials submitted by recreation and park agencies throughout the United States and Canada which describe current leadership practices in the 1980's.

Kraus, W. A. (1980). *Collaboration in organizations: Alternatives to hierarchy*. New York: Human Sciences.
Kraus advances a series of normative arguments for transforming our organizational structures from competitive/hierarchical bureaucracies into cooperative/horizontal types.

Lansing, A. (1976). *Endurance*. New York: Avon.
The account of Sir Ernest Shackleton's Imperial Trans-Antarctic Expedition of 1915. "For scientific leadership give me Scott; for swift and efficient travel, Amundsen; but when you are in a hopeless situation, when there seems no way out, get down on your knees and pray for Shackleton."

Lassey, W. R., & Sashkin, M. (1983). *Leadership and social change*. 3rd ed. La Jolla, CA: University Associates.
A diverse collection of individually authored chapters, this book focuses on change in business, government, education, and communities. The change in these settings is supported by discussion on the basic concept of leadership, such as communication patterns, and behavioral science research.

Levine, A. (1980). *When dreams and heroes died: A portrait of today's college student*. San Francisco: Jossey-Bass.
This volume discusses the results of 3 Carnegie surveys: parallel studies of thousands of students and faculty in 1969 and 1976 and a smaller sample in 1978 as well as a 1978 interview study at 26 institutions by the author. Summarizes the surveys and suggests that student characteristics since 1900 alternate between periods in which community interest and self-interest predominate, thus reflecting the national mood.

Levinson, H. (1981). *Executive*. Cambridge, MA: Harvard University.
Levinson states that without effective leadership, neither businesses, communities, nor social groups can accomplish anything. Leaders must be prepared to understand their contemporary role and to act accordingly. This book is designed to foster such understanding--to help senior executives learn more about their role from a psychological point of view and to help them meet the expectations of their organization and the public.

Levinson, H. (1973). *The great jackass fallacy*. Cambridge, MA: Harvard University Graduate School of Business Administration.
The title of this book stems from the so-called "carrot-and-stick" philosophy of management. Levinson believes that only (or primarily) jackasses respond to crush a program of motivation. Levinson substitutes the satisfaction of employees' and managers' psychological need, which he groups under love, hate, dependency and self-esteem.

Levinson, H., & Rosenthal, S. (1984). *CEO: Corporate leadership in action*. New York: Basic Books.
Levinson and Rosenthal demonstrate leadership personified through six well-known leaders in established American organizations. Chief executives such as Wriston of Citicorp, McGregor of AMAX, Inc., and

Watson of IBM were interviewed along with their colleagues. Each of these CEOs led his organization in new directions while preserving the organization's strong identity. An excellent treatise in organizational leadership.

Likert, R. (1961). *New patterns of management*. New York: McGraw-Hill.
This book is intended for persons concerned with the problems of organizing human resources and activity. It is written especially for those who are actively engaged in management and supervision and for students of administration and organization. It presents a theory of organization based on the management principles and practices of managers who are achieving the best results in American business and government. It also draws upon research of volunteer organizations.

Lilienthal, D. E. (1967). *Management: A humanist art*. New York: Columbia University.
This book is a collection of three lectures presented at the Carnegie Institute of Technology. The lectures are concerned with some aspects of business or public administration; the relationships between business and government, management and labor; or a subject related to themes of preserving economic freedom, human liberty, and the strengthening of individual enterprise.

Little, M., & Haley, A. (1965). *The autobiography of Malcolm X*. New York: Grove Press.
Malcolm X describes the brutalities suffered by his family and himself, but also includes an equal measure of commentary about his own degeneracy and two conversions.

Lipman-Blumen, J. (1984). *Gender roles and power*. Englewood Cliffs, NJ: Prentice-Hall.
Lipman-Blumen, well known for her research on women, is especially concerned in her book with the etiology of gender differences. The early part of the book examines how ideologies maintain gender inequality, while the latter portion evaluates women's progress from the perspective of our social institutions. A section is devoted to the gender ideologies of ancient civilizations as reflected in mythological and biblical transmissions.

Lombardo, M. M. (1978). *Looking at leadership: Some neglected issues*. Greensboro, NC: Center for Creative Leadership, Technical Report No. 6.
This paper reviews some of what is known about leadership, focusing on the data collected about the nature of managerial work. Three dimensions are presented as useful in understanding managerial performance: complexity/simplicity, use of structures, and use of power. A typology is suggested to provide a way of studying leaders through observing how their activities relate to effectiveness in the use of these dimensions.

Lombardo, M. M., & McCall, M. W., Jr. (1981). *Leaders on line: Observations from a simulation of managerial work*. Greensboro, NC: Center for Creative Leadership, Technical Report No. 18.
Leadership makes the most sense when viewed in its environmental and organizational context. This premise forms the basis for the design

of a complex simulation for use in this research. This paper addresses issues of measurement, focusing on major organizational problems as the unit of analysis; the impact of different external environments on managerial behavior; the role of coupling and decoupling strategies in managerial action; and concludes with organizational effectiveness.

Lombardo, M. M. (1986). Values in action: The meaning of executive vignettes. Greensboro, NC: Center for Creative Leadership, Technical Report Number 28.

The premise of this paper is that organizational and individual values are cemented not only through grand events, but also through small ones. These vignettes or episodes are vividly remembered even decades later. This paper attempts to show that these vignettes collectively have major significance for organizations, and what they signify needs to be managed to enhance individual and organizational effectiveness.

Losoncy, L. (1985). The motivating leader. Englewood Cliffs, NJ: Prentice-Hall.

Low, A. (1982). Zen and creative management. New York: Jove.

Describes how organizations operate and what is happening to people in this age of de-individuation, and how Zen can be practiced at work.

Loye, D. (1977). The leadership passion. San Francisco: Jossey-Bass.

This book surveys 180 years of thought and research bearing on the relationships between ideology in the individual and social leadership and management styles. Variables receiving major attention include liberalism-conservatism, risk taking, alienation, anomie, extremism, activism, Machiavellianism, locus of control, as well as leader-follower, parent-child, and age generational relationships. Findings support new models of ideological functioning.

Lukes, S. (1975). Power: A radical review. Atlantic Highlands, NJ: Humanities Press International.

Lukes presents what he terms a three-dimensional model of power which, among other things, adds to the model the concepts of "real interests" and "latent" conflict. This study is of the less visible dimensions of power.

Mabey, C. (1986?). A model for leadership development: Implementing an institutional mission. Mount St. Mary's College (Write Dr. Cheryl Mabey, Dean for Student Development, 12001 Chalon Rd., Los Angeles, CA 90049).

Maccoby, M. (1981). The leader: A new face for American management. New York: Ballantine.

Leaders come in many forms and are called many things. This book gives a brief review of leadership today, but focuses on the lives and career paths of six leaders. A good book for advanced study and group discussion. The range presented includes an assistant secretary to a congressman to a chief executive officer to a plant manager.

Maccoby, M. (1976). The gamesman: The new corporate leaders. New York: Simon & Schuster.

A nonfiction paperback that holds your attention like a novel if you know anything or care to know anything about the political life of modern corporations.

Machiavelli, N. (1952). The prince. New York: New American Library.

A leadership classic of value to everyone who is likely to work with or for manipulative leaders or be tempted to become one.

MacKinnon, D. W. (1978). In search of human effectiveness. Buffalo, NY: Creative Education Foundation.

This publication brings together Dr. Donald W. MacKinnon's vast background in the nature and nurture of creativity. This volume is a collection of papers that focus on the understanding and nurturing of the creative potential in individuals. The articles included come from a variety of diverse sources. The major theme of the research and writing is a concern to find ways to help people become as fully functioning as possible.

Maier, N. R. F. (1963). Problem-solving discussions and conferences: Leadership methods & skills. New York: McGraw-Hill.

This book deals with research on improving the effectiveness of a leader's performance in group problem solving and decision making. This volume integrates these studies with earlier research on problem solving and frustration. The principles of group behavior that are used by leaders and how they may serve to improve meetings is the subject of this book.

Manchester, W. (1983). The last lion: Winston Spencer Churchill. Boston: Little, Brown.

Working with diaries, memoranda, government documents, the private correspondence of Churchill and others, interviews with Churchill's surviving colleagues and members of his family, the author provides a narrative re-creating the past and private life of Churchill. This is the first of a two-volume biography.

Manchester, W. (1978). American Caesar: Douglas MacArthur, 1880-1964. Boston: Little, Brown.

A biography of the General of the Army, Douglas MacArthur. "He was a great thundering paradox of a man, noble and ignoble, inspiring and outrageous, arrogant and shy, the best of men and the worst of men, the most protean, most ridiculous, and most sublime."

Mansfield, H. C., Jr. (1980). Machiavelli's new modes and order: A study of the "discourses on Livy". Ithaca, NY: Cornell University Press.

Mansfield discloses and explicates things that Machiavelli thought prudent to conceal and camouflage, and highlights Machiavelli's clever conspiratorial, philosophical, and humorous strategy. In exploring the extent of Machiavelli's intention and his responsibility for modernity, Mansfield demonstrates "how the control of things not previously or usually thought political is represented in his discussion of political things."

March, J. G., & Weissinger-Baylon, R. (1986). Ambiguity & command: organizational perspective. Marshfield, MA: Pitman Publishing Inc.

This book is about military decision making under conditions of ambiguity, situations where objective, technology, or experience are unclear, and where solutions and problems are joined together. The intent is to explore whether theories of decision making under ambiguity, developed through observations of nonmilitary organizations, might contribute to understanding and improving some aspects of command decision making in the navy.

Marcus, S. (1974). Minding the store. Boston: Little, Brown.

In addition to a smooth sales pitch for his successful and luxurious merchandising enterprise (Neiman-Marcus), Marcus portrays humor, and a cultivated and relaxed sense of self. Marcus' somewhat unorthodox political and social attitudes and details of expertise in store management give this biography its interest.

McCall, Jr., M. W. & Lombardo, M. M. (1983). Off the track: Why and how successful executives get derailed. Greensboro, NC: Center for Creative Leadership. Technical Report Number 21.

A report of a study conducted by the Center for Creative Leadership of those who were once quite successful top executives, who later derailed. The results have been organized to answer four questions: Why were those who derailed so successful in the first place? What events brought their weaknesses to the surface? Why did they derail? How did they differ from those who remained successful? The study was based on interviews of Fortune 500 corporation executives.

McCall, M. W., Jr. (1977). Leaders and leadership: Of substance and shadow. Greensboro, NC: Center for Creative Leadership. Technical Report Number 2.

This paper examines some of the problems with the accumulated research on leadership, reviews some studies of managerial work that stimulate new ways of thinking about leadership in organizations, and suggest some directions that might improve our understanding of the topic.

McCall, M. W., Jr., & Lombardo, M. M. (Eds.). (1978). Leadership: Where else can we go? Durham, NC: Duke University.

A series of readings compiled at the Center for Creative Leadership provides a different perspective to stimulate more creative thoughts about the future of leadership study. Alternative conceptual frameworks, new variables, and alternative methodologies are offered.

McCaskey, M. B. (1982). The executive challenge: Managing change and ambiguity. Marshfield, MA: Pitman.

This book offers timely suggestions and practical help for managers facing change and ambiguity. Its discussions of mapping, of the stress of ambiguity, of forces that favor or block creativity, of qualities of the creative person--including courage, humility, toleration of disorder, use of intuition, integration of opposites in the personality--all are valuable to the manager in gaining insight.

McClelland, D. C. (1979). Power: The inner experience. New York: Irvington.

The author is primarily concerned with major personal and national motives, such as the need for Power, the need for Achievement, and the need for Affiliation, as they are revealed in personal and group fantasies. Using modern techniques of measurement, the author tests and validates the theory of psychosexual and psychosocial development. Detailed findings are provided. National motivational characteristics are explored as to where they fit in a psychosocial power drive.

McFarland, A. S. (1969). Power and leadership in pluralist systems. Stanford, CA: Stanford University Press.

This book creatively synthesizes all relevant works on the nature of power in pluralist systems including such diverse works as Dahl's "Who Governs?" (1961), K. Mannheim's "Ideology and Utopia" (1936), and Easton's "The Political System" (1953). An analysis of the differing approaches to problem solving in the political arena.

McFeely, W. S. (1981). Grant: A biography. New York: Norton.

A biography of Ulysses S. Grant, Union Army Commander and eighteenth President of the United States. "It is, finally, a story of the quest of an ordinary American man in the mid-nineteenth century to make his mark. Grant failed as a peacetime army officer, a farmer, a minor businessman, a store clerk--and still he wanted to be taken into account."

McGregor, D. (1966). Leadership and motivation: Essays. Cambridge, MA: MIT (Edited by W. G. Bennis, et al).

A collections of essays by McGregor, covering the various periods in his career: Industrial Relations days at M.I.T., Antioch College presidency days, and then his return as Sloan Professor to M.I.T.'s Sloan School of Management. Essays reflect McGregor's ability to change an entire concept of organizational man and to replace it with a theory that stressed man's potentials, emphasized man's growth, and elevated man's role in industrial society.

Mills, C. W. (1956). The power elite. New York: Oxford University Press.

The power elite is composed of men whose positions enable them to transcend the ordinary environments of ordinary men and women; they are in positions to make decisions having major consequences. This book studies these hierarchies of state and corporation and army which constitute the means of power, which offer us the sociological key to an understanding of the role of the higher circles in America.

Mintzberg, H. (1973). The nature of managerial work. New York: Harper & Row.

Dr. Mintzberg has sought to identify the whole range of relationships comprising the manager's world in the contemporary organization, and as result his conclusions have great worth in a world dependent of leadership skills. An identification of the behavioral skills combined with an overview of how managers manage is presented. Characteristics of managerial work, work roles, variation in work,

science and the manager's job, and future of managerial work are topics covered.

Mitchell, T. R. (1982). People in organizations: An introduction to organizational behavior. New York: McGraw-Hill.

This book focuses mainly on the individual and group levels of analysis, and frequently and consistently reminds the reader of the impact of environment on behavior. The author states that he intends to provide a survey of the field of organizational behavior that reflects current research and that does so in a highly readable fashion.

Morgenthau, H. J., & Hein, D. (1983). Essays on Lincoln's faith and politics. (Vol. 4). Lanham, MD: University Press of America.

Morgenthau approached Lincoln's view of ethics and religion from the vantage point of the political scientist and historian. Hein has approached the study of Lincoln's faith as a theologian and religious historian. Lincoln's religious and political ethics represented the core values in the American political tradition.

Morrison, A., White, R. P., Van Velsor, E., & the Center for Creative Leadership. (1987). Breaking the glass ceiling: Can women reach the top of America's largest corporations? Reading, MA: Addison-Wesley.

Although women run many smaller companies in America, the top of the largest companies is different. These women run into the glass ceiling, a transparent barrier at the highest level, that only a handful have been able to break. Based on a three-year study of women executives in America's largest manufacturing and service companies, this book examines the factors that determine success or derailment in the corporate environment, shows how women can break the glass ceiling, and looks at new obstacles on the road to the top.

Morrison, M. K. (1987). Black political mobilization, leadership power and mass behavior. State University of New York Press.

Murray, C. (1984). Losing ground: American social policy. New York: Basic Books.

Murray strongly indicts American social policy in this heavily documented and densely written analysis. His central argument is that the "Great Society" programs have been disastrous to the poor, especially the poor blacks. Their failures, he contends, have stemmed from ignoring basic principles.

Naisbitt, J. (1984). Megatrends: Ten new directions transforming our lives. New York: Warner.

This book is about a new American society that is not yet fully evolved. This book focuses on the megatrends or broad outline that define the new society. Trends tell you the direction the country is moving in. This book describes the environment in which to consider the decisions of life: what to study; the right job path; where to live; where to invest money; whether to start a business, join a union, or run for public office. Offers a context to assess today's events.

Napier, R. W., & Gershenfeld, M. K. (1981). Groups: Theory and experience. 2nd ed. Boston: Houghton Mifflin.

This book focuses on group dynamics. Theory, concepts, and data are presented in chapters dealing with such themes as perception, group norms, leadership, and problem solving. At the end of each chapter several group exercises are described in sufficient detail to be implemented.

Natemeyer, W. E. (1978). Classics of organizational behavior. Oak Park, IL: Moore.

As stated in the title, this volume is a classic. From Maslow on motivation to Hersey and Blanchard on the life-cycle theory, this book is a foundational presentation of organizational behavior. The 32 individual essays/articles are some of those we see over and over again. It is nice to have them all in one volume.

National Commission on Excellence in Educational Administration (1987). Leaders for America's schools. The University Council for Educational Administration, 116 Farmer Building, Tempe, AZ 85287.

The focus of this report is the improvement of educational leadership. Contents include: significant recommendations; a vision of school leadership; what public schools, professional organizations, universities, state policymakers, federal policymakers, and the private sector should do; and concluding remarks.

Neustadt, R. (1980). Presidential power: The politics of leadership from FDR to Carter. New York: Wiley.

This is not a book about the Presidency as an organization, or as legal powers, or as precedents or as procedure. The author's purpose is to explore the power problem of the man inside the White House. It is a problem common to Prime Ministers and Premiers, and to dictators, however styled, and to those Kings who rule as well as reign. It is a problem also for heads of private "governments"--corporation presidents, trade union leaders, churchmen.

Neustadt, R. E., & May, E. R. (1986). Thinking in time. New York: Free Press.

This is a book about time and high-level political actions, but it is not a book on time management. The authors' focus is time past, and they offer stories and suggest tools with the hope that they can illustrate "...how to use experience, whether remote or recent, in the process of deciding what to do today about the prospect for tomorrow."

Newman, A. S. (1981). Follow me: The human element in leadership. Novato, CA: Presidio Press.

O'Connell, B. (1976). Effective leadership in voluntary organizations: How to make the greatest use of citizen service and influence. New York: Association Press.

The viewpoints in this book constitute some guidelines for making voluntary organizations effective instruments for citizen service and influence. Topics include: getting organized, the role of the president, volunteers and staff, recruiting the right staff, training

and holding a good staff, constructive planning, board of directors and committees, fund raisers, communications, budgeting, involvement of minorities, dealing with controversy, and evaluating results.

Oates, S. B. (1983). Let the trumpet sound: The life of Martin Luther King, Jr. New York: New American Library.
It is a magnificent recreation of his life--of a boy dominated by the minister father who "ruled his home like a fierce Old Testament patriarch"; of a young scholar passionately caught up in the teachings of Thoreau and Gandhi; a man driven by his vision of racial equality. Stephen Oates portrays the forces that shaped "a very human man"--parental, cultural, spiritual, and intellectual--and of the force he became at a crucial moment in American history.

Olmsted, M. S., & Hare, A. P. (1978). The small group. New York: Random House.
This study has two aims--first, to serve as an introduction to an area of interest in sociology and psychology, and second, to organize and interpret a body of ideas and research. The study of small groups seemed to stand in considerable need of organization and interpretation, which provided the basis for this book.

Ouchi, W. (1981). Theory Z. Reading, MA: Addison-Wesley.
Ouchi shows how American corporations can meet the Japanese challenge with a highly effective management style that promises to transform business in the 1980's. Theory Z management takes the best of Japanese business techniques and adapts them to the unique corporate environment of the United States. The book goes behind the scenes at several U.S. corporations making the Theory Z change and shows step-by-step how the transition works. Corporate philosophies are examined.

Paige, G. D. (1972). Political leadership. New York: Free Press.
A book of readings plus an accompanying monograph and bibliography to help establish the study of political leadership as a special subject of inquiry in world colleges and universities or in other places where independent scientific thought is possible. The book suggests the outlines of what such a field could be like and illustrates some of the foundations for it that are already available. The book is in 5 parts, each focusing upon an aspect of political leadership.

Pascale, R. T., & Athos, A. G. (1982). The art of Japanese management: Applications for American executives. New York: Warner Books.
Presents findings and opinions on how Japanese business management differs from ours, and how it can be advantageously applied in reversing the "steady deterioration in our industrial standing." Dissecting Japan's Matsushita Electric Co. and ITT as two profoundly unlike models of industrial management perceptions, beliefs, assumptions, style and skills, the authors draw into their analysis key Japanese and American cultural premises.

Pearce, W. B., & Cronen, V. E. (1980). Communication, action, and meaning: The creation of social realities. New York: Praeger.

The authors feel communication either as a process or an entity can "best be studied as a process of creating and managing social reality rather than as a technique for describing objective reality." The authors focus upon the historical development of philosophical logic systems that either explicitly or implicitly describe this function of language.

Peters, T. J., & Waterman, R. H., Jr. (1982). In search of excellence: Lessons from America's best-run companies. New York: Harper & Row.

Thomas Peters is a frequent speaker at business conferences and seminars telling American management how to lead effectively. Peters and Waterman studied 43 successful American companies and found eight basic principles shared by all of them. The Wall Street Journal called it "Exuberant and absorbing--one of those rare books on management that are both consistently thought-provoking and fun to read.

Petrullo, L., & Bass, B. M. (1961). Leadership and interpersonal behavior. New York: Holt, Rinehart & Winston.

This volume represents an introduction to a way of examining the leadership process. The text is based on a symposium of the Office of Naval Research, and is an anthology of the various reports. The book deals with systematic experimental developments in the field of leadership research. Topics include: current psychological theories of leadership and interpersonal behavior, in the small group and in the large organization.

Portnoy, R. A. (1986). Leadership: What every leader should know about people. Englewood Cliffs, NJ: Prentice-Hall.

Prewitt, K., & Stone, A. (1973). The ruling elites: Elite theory, power, and American democracy. New York: Harper & Row.

Brief examination of elite theory. Presents both a philosophical and historical summary of the elitist position.

Richards, L. O., & Hoeldtke, C. (1980). A theology of church leadership. Grand Rapids, MI: Zondervan Publishing House.

Robbins, S. P. (1979). Organizational behavior. Englewood Cliffs, NJ: Prentice-Hall.

Organizational behavior is dissected into the individual, the group, and the organization in this book. Values, personality, perception, communication, and dynamics are but a few of the pertinent chapter titles. A strong resource for staff, this book provides easy-to-find information on all organizational behavior subjects.

Roberts, D. C. (1981). Student leadership programs in higher education. Carbondale, IL: ACPA Southern Illinois University Press.

This book examines the rationale behind leadership development programs in higher education. Specific types of leadership programs and special population needs comprise the bulk of the book. The individually written chapters provide different perspectives while establishing key contact people in the field. A volume that should be included in every leadership library.

Rosenbach, W. E., & Taylor, R. L. (Eds.) (1984). *Contemporary issues in leadership*. Boulder, CO: Westview.

Purpose of this book is to describe the phenomenon of leadership and to identify what it is that makes a person an effective leader. Articles cover an inter-disciplinary overview of the key issues in leadership at different organizational levels from a variety of perspectives.

Rothberg, D. L. (1981). *Insecurity and success in organizational life: The psychodynamics of leaders and managers*. New York: Praeger.

This study of the psychology of leadership among 330 business and military elites, seeks to better understand what drives organizational leaders to pursue power and success. Each of the four leadership types--rational, existential, administrative, and entrepreneurial, are explored. The book discusses the complex relationships that exist between personality and the attainment of success, and then identifies and systematizes the distinguishing psychological characteristics.

Roy, R. H. (1977). *The cultures of management*. Baltimore, MD: Johns Hopkins University.

A study of management cultures in four principal areas: organization, technology, quantitative methods, and behavior, based on the author's lifetime of experience as educator, business executive, labor arbitrator, and consultant. A book full of practical wisdom on the top-management job, replete with aphorisms, and good chapter summaries.

Ruch, R. S., & Goodman, R. (1983). *Image at the top: Crisis and renaissance in corporate leadership*. New York: Free Press.

The answers to reviving the American corporation and healing the costly rift between business and labor, according to the authors, lies with top corporate officers who must learn how to communicate openly and willingly with employees, the media, and the public.

Rustow, D. A. (1970). *Philosophers & kings: Studies in leadership*. New York: George Braziller.

Includes essays on James, Mill, Newton, and William James, as well as essays on more explicitly political leaders, this collection seeks to explore the phenomenon of leadership. The approaches vary from historical analysis of the leader and his times to psychological analysis of the leader and his followers to theoretical analysis of leadership demands inherent in certain political movements. There are also essays dealing with conceptual approaches to leadership.

Sarason, S. (1972). *The creation of settings and the future societies*. San Francisco: Jossey-Bass.

The primary purpose of this book is to investigate a "setting" (any instance when two or more people come together in new and sustained relationships to achieve certain goals.) This definition is meant to include a continuum of social phenomena which ranges from marriage to revolution.

Sayles, L. R. (1979). Leadership: What effective managers really do--and how they do it. New York: McGraw-Hill.

This book combines very practical advice with a well-documented, research-based theory of managerial action. It draws upon anthropology, psychology, sociology, business, and public administration.

Schaller, L. E. (1986). Getting things done: Concepts & skills for leaders. Abingdon.

Schein, E. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass Publishers.

Purpose of this book--to clarify the concept of "organizational culture" and to show how the problems of organizational leadership and organizational culture are intertwined. Organizational culture can aid or hinder organizational effectiveness, and leadership is the fundamental process by which organizational cultures are formed and changed is explored.

Schiffer, I. (1973). Charisma: A psychoanalytic look at mass society. New York: Free Press.

Focuses on the psychological ingredients, especially the unconscious forces that allegedly create the conditions for the emergence of the charismatic leader. Schiffer wants to emphasize the part that the individual psychology of the masses plays in creating leaders rather than the specific abilities of the leaders themselves.

Schlesinger, A. M., Jr. (1985). Robert Kennedy and his times. 2nd ed. New York: Ballantine.

Historian Schlesinger writes as an admirer and friend of Robert Kennedy in this massive biography. Granted free access to the Kennedy family papers and other documents, the author combines a thorough review of Kennedy's public career with a more intimate record of his private life.

Schull, B. D. (1975). How to be an effective group leader. Chicago: Nelson Hall.

Attempts to identify the components of group leadership and to simplify the process of becoming a successful group leader through the identification of attributes, qualities and characteristics of effective leadership, each of which have been loci of research emphasis in leadership.

Schutz, W. (1977). Leaders of schools: FIRO theory applied to administrators. La Jolla, CA: University Associates.

This study provides the outlines of a theory of administrative personnel, and the directions for the selection and training of institutional managers--directions that are substantially tied to a logical, theoretical system and that have a clear, pragmatic payoff for those who confront selection decisions.

Scott, R. F. (1923). Scott's last expedition: Captain Scott's own story. Philadelphia: Transatlantic.

The personal journals of Captain Robert Falcon Scott on his 1910-1912 expedition to the South Pole. "Had we lived, I should have had a tale to tell of the hardihood, endurance, and courage of my companions which would have stirred the heart of every Englishman."

Selznick, P. (1983). Leadership in administration: A sociological interpretation. Berkeley, CA: University of California Press.

Leadership in Administration has become a classic in the art of executive leadership--His reminder that the true exercise of leadership transcends a concern with mere efficiency is even more appropriate in today's era of quasi-scientific thought about organization.

Sessoms, H. D., & Stevenson, J. L. (1981). Leadership and group dynamics in recreation services. Boston: Allyn & Bacon.

This book is a text and training manual for students wishing to apply group dynamics techniques to recreation service environments. It consists of ten chapters: Introduction, The Nature and Art of Leadership, The Nature and Function of Groups, Forces Affecting the Functioning of Groups, Small Group Techniques, Large Group Techniques, Group Problems, Leadership Development, Supervision and Consultation, and Evaluation.

Shinn, G. (1986). Leadership Development. 2nd ed. New York: McGraw-Hill.

Silk, L., & Silk, M. (1981). The American establishment. New York: Avon.

The Establishment as the third important force in American society--following democracy and capitalism--is the subject of this study of the U.S. power structure. What the Establishment is, how it operates, and the powerful role it plays in U.S. history today are examined in mini-histories of what the authors believe to be the nation's most influential organizations.

Simonton, D. K. (1987). Why presidents succeed: A political psychology of leadership. New Haven, CT: Yale University Press.

Stewart, R. (1976). Contrasts in management: A study of different types of managers' jobs, their demands and choices. New York: McGraw-Hill.

This book addresses primarily those who have to select and train managers, and to those who seek to evaluate their jobs. It also addresses any manager who is interested in the nature of his job, in trying to do it better by understanding the choices that it offers him, or in seeking to plan his career. The contrasts between managers' jobs is also addressed.

Stogdill, R., & Coons, A. E. (1957). Leader behavior: Its description and measurement. Columbus, OH: Ohio State University College of Administrative Science.

This book describes the procedures involved in the development of a research tool, the Leader Behavior Description Questionnaire; the successive revisions and adaptations of the questionnaire; and summaries of the results of its use in a variety of organizational

settings. This is part of the Leadership Series in Ohio Studies in Personnel published by the Bureau of Business Research.

Tannenbaum, R., Weschler, I. R., & Massarik, F. (1961). Leadership and organization: A behavioral science approach. McGraw-Hill. (Reissued by Garland Publishing, New York, in 1987).
This book represents a selected collection of the writings of members of the Human Relations Research Group of the Institute of Industrial Relations at UCLA. The writings are followed by independent comments and appraisal from different viewpoints, prepared by distinguished experts in management theory, group psychotherapy and psychology, and sociology.

Taylor, R. L., & Rosenbach, W. E. (Eds.). (1984). Military leadership: In pursuit of excellence. Boulder, CO: Westview Press.
Taylor and Rosenbach have been military leaders and have taught military leadership. Their motivation in assembling this selection of readings was to make a contribution to the development of the concept of leadership in the military.

Terrill, R. (1980). Mao: A biography. New York: Harper & Row.
A biography of the late Chinese leader, imbued with Terrill's familiarity with and respect for Chinese culture. The author shows how Mao identified his own suppression as a boy under an unrelenting, dictatorial father with the suppression of the peasants and consequently forged strength and lessons useful in his complex future.

Thompson, K. W. (Ed.). (1983). Ten presidents and the press. Lanham, MD: University Press of America.
The present volume brings together the work of leading presidential interpreters and scholars who met for extended discussions at the Miller Center. It contains presentations and discussions on ten presidents and their relations with the press: Woodrow Wilson, Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan.

Thompson, K. W. (Ed.). (1985). Essays on leadership: Comparative insights. Lanham, MD: University Press of America.

Tichy, Noel (1986). Transformational Leader. New York: Wiley.
"This book probes into the practical issues facing the leaders of the fundamental changes needed in American industry. The answers to persistent and massive competitive pressure are found in the experience of leading-edge firms and outstanding managers. The stories are brought to life and the underlying patterns revealed. Relevant and timely for all general managers."

Tucker, R. C. (1981). Politics as leadership: The Paul Anthony Brick lectures. (11th series). Columbia, MO: University of Missouri.
Originally a series of lectures delivered in 1980. The book examines the traditional way political scientists and political philosophers have viewed the nature of politics, specifically the view that politics is an exercise of power.

Van Fleet, D. D., & Yukl, G. A. (1986). Military leadership: An organizational behavior perspective. Greenwich, Conn: JAI Press.
Concepts and research from organizational behavior are employed in an effort to further our understanding of military leadership. In addition a more complex framework for the study of leadership is presented and its utility illustrated through actual experiences of research based on military samples--from general to specific.

Vroom, V. H., & Yetton, P. W. (1975). Leadership and decision making. Pittsburgh, PA: University of Pittsburgh.
This book is written for scholars, researchers, managers or administrators who share an interest in leadership, decision-making, and organizational behavior. Central to all the research reported in this book is the role of situational differences as determinants of the choice of a decision process. A summary of the major findings and how they relate to other approaches in the study of leadership is provided.

Wall, J. A. (1986). Bosses. Lexington, Mass: Lexington Books.

Warren, R. P. (1982). All the king's men. San Diego, CA: Harcourt Brace Jovanovich.

Wecter, D. (1941). The hero in America: A chronicle of hero-worship. New York: C. Scribner's Sons.

Welch, M. (1980). Networking: The great new way for women to get ahead. Harcourt Brace Jovanovich.
The author describes a way for ambitious women to develop their own networks on a local or national scale.

Williams, A. S., & Faulkner, L. G. (1979). An evaluation of the Montana Kellogg leadership training programs. Bozeman: Dept. of Sociology and Montana Agricultural Experiment Station, Montana State University.

Williams, T. H. (1969). Huey Long. New York: Knopf.
Biography of a Louisiana governor and U.S. Senator and a study of southern and national politics. Williams maintains that Long in the beginning reached for power in order to do good and that "finally the means and the end became so entwined in his mind that he could not distinguish between them, could not tell whether he wanted power as a method or for its own sake." Based on nearly 300 interviews, manuscripts, documents, newspapers, periodicals, and secondary sources.

Williamson, J. N. (1984). The leader manager. Minneapolis: Wilson Learning Corporation.

Willner, A. R. (1984). The spellbinders: Charismatic political leadership--A theory. New Haven, CT: Yale University Press.
The author has attempted to unravel and explain the spells exerted by political leaders who have succeeded in inspiring, swaying, or seducing multitudes and holding their minds and emotions in control. This work was originally begun in 1964 as a comparative study of the

leadership strategies of Sukarno, Nasser, and Nkrumah. Weber's concept of political charisma is used as the general theme relating these three leaders.

Wilson, M. (1976). Effective management of volunteer programs. Boulder, CO: Volunteer Management Associates.

Wilson, M. (1981). Survival skills for managers. Boulder, CO: Volunteer Management Associates.

This book is a statement about people and what happens to them in today's technocratic, hierarchical organizations. This book deals with both the responsibility and opportunity of being entrusted with leadership in today's organizations. The author deals with the problem of nurturing creative pragmatists who can and will make our organizations more humane.

Wofford, H. (1980). Of Kennedys and kings: Making sense of the sixties. New York: Farrar, Straus and Giroux.

Wofford combines memoirs and narrative in this book, mingling others' opinions with his own to give balanced assessments of men and events. Wofford is positive about the accomplishments of the decade and remains committed to public service and responsible political action.

Yates, Douglas (1985). Politics of management. Jossey-Bass.

Yates proposes a model of organizational management based on political process, to include bureaucratic politics and conflict management. He presents the distinctions between public and private management, but covers the commonalties as well. Has much to say to those who see management as a scientific methodology.

Yukl, G. A. (1981). Leadership in organizations. Englewood Cliffs, NJ: Prentice-Hall.

This book is about leadership in organization, relying extensively on recent research in behavioral sciences. The primary focus is on managerial leadership as opposed to parliamentary leadership, leadership of social movements, or informal leadership in peer groups. Again and again the discussion returns to the central question of how one becomes an effective leader.

Zaleznik, A. & Kets de Vries, M. F. R. (1975). Power and the corporate mind. Boston: Houghton Mifflin.

The basis for this book is the clinical perspective of psychoanalysis. It continues the work begun with earlier publications and leads the way to further communications on the psychodynamics of leadership and organizations. The author contends that understanding how leaders accumulate and use power is a special and continuing requirement of a democratic society.

ARTICLES

Abshire, D. M. (1983). The leadership debate. *Washington Quarterly*, *6*(1), 29-31.

Four leadership articles in this issue are reviewed. The authors agree that there is a lack of innovative leadership in America. Often the techniques of management ignore the relationship between close personal ties and effective leadership. The debate over whether formal education is the answer to producing more innovative leaders will continue until leadership roles are more closely defined.

Adair, J. E. (1983, June). The building blocks for good leadership. *International Management*, pp. 38-47.

Adair is promoting the idea that while there are some natural leaders, many more must be taught leadership skills. The skills needed for leadership traits can grow out of basic human qualities. Qualities he suggests developing are: integrity, leadership by example, willingness to go out in front, and some creative imagination. A ranking of attributes by top level management is included in the article.

Adams, J. (1984). Women at West Point: A three-year perspective. *Sex Roles*, *11*, 525-541..

A longitudinal study compared male and female cadets during the first three years of coeducation at West Point. Results showed relative similarity on comparisons of personality variables, but some differences in attitudes towards the rights and roles of women in society.

Ashour, A. S., & Johns, G. (1983). Leader influence through operant principles: A theoretical and methodological framework. *Human Relations*, *36*, 603-626.

Literature on learning and leadership is reviewed. This article discusses a leader's influence on subordinate motivation and behavior acquisition. Operant theory is used to explain leader influence. Suggestions for research in the leader reinforcement are discussed.

Barnes, D. F. (1978). Charisma and religious leadership: An historical analysis. *Journal for the Scientific Study of Religion*, *17*, 1-18.

A theory of charismatic leadership is proposed which explores conditions under which charismatic leadership emerges. Leaders arise in periods of social change when new religious beliefs may be formalized. Biographies of fifteen charismatic leaders are included in this article.

Bass, B. M. , Waldman, D. A., Avolio, B. J., & Bebb, M. (1987). Transformational leadership and the falling dominoes effect. *Group and Organization Studies*, *12*(1), 73-87.

This investigation examined the practice of transformational leadership (TL) at two levels of management in a New Zealand government agency. TL was defined as the extent to which a manager is seen as charismatic, as treating each subordinate as an individual, and as intellectually stimulating. Implications were drawn concerning the importance of developing TL abilities at upper levels of management to enhance the likelihood of such leadership at lower levels.

Bauer, B. G. & Anderson, Wayne P. (1985). Leadership enhancement: The Chancellor's leadership class. *Journal for Specialists in Group Work*, *10*(1), 14-18.
Presents a model detailing issues to be considered when developing a structured group experience to enhance leadership skills in college students. Issues include time constraints, deciding on topics, and individualizing topics.

Bavelas, A. (1960). Leadership: Man and function. *Administrative Science Quarterly*, *4*, 491-498.
Differences between the personal quality of leadership and leadership as an "organization function" are discussed. Current leadership models are reviewed. Types of leadership coinciding to the emotional tone of the organization are put into model form. The trend in leadership is to rely less on a specific individual's abilities and more on research and analysis. Leaders are now stereotyped as individuals who interact with a panel of experts for consultation.

Bennis, W. (1982, May 31). Leadership transforms vision into action. *Industry Week*, pp. 54-56.
The author describes transformative power--the essence of what it originally meant to be a leader. He views CEOs as leaders, not managers, who possess the following characteristics: vision, communication and alignment, persistence, consistency, focus, empowerment and organizational learnings. He continues by stressing the vision a leader has must leave room for creativity, for there is where the art form of leadership exists.

Bennis, W. (1982). The artform of leadership. *Training and Development Journal*, *36*(4), 44-46.
A study was conducted on 90 CEOs to provide information on effective leadership. All CEOs possessed the following in varying degrees: vision, capacity to communicate vision, persistence, consistency, focus and empowerment.

Bennis, W. G. (1984). The four competencies of leadership. *Training and Development Journal*, *38*(8), 14-19.
Bennis interviewed 90 outstanding leaders and their subordinates, with the intention of learning what makes real leaders (as opposed to effective managers) tick. After 5 years of research and thought, he identified 4 competencies common to all 90 leaders.

Bennis, W. J., & Jones, J. E. (1980). John E. Jones interviews Warren Bennis on leadership and power. *Group and Organization Studies*, *5*, 18-34.
Through the lively dialog between Jones and Bennis, Bennis points

towards planning for this decade as he provides a number of prognostications with regards to leadership and power.

Bisesi, M. (1983). SMR forum: Strategies for successful leadership in changing times. *Sloan Management Review*, *25*(1), 61-64.
The author discusses the importance of leadership in times of social change. He suggests that a successful leader must both view his organization as part of the total system and recognize the importance of people within the organization. Suggestions are given to enhance leadership ability.

Blake, R. R., & Mouton, J. S. (1982). Theory and research for developing a science of leadership. *Journal of Applied Behavioral Science*, *18*, 275-291.
This article explores the two theories of leadership: the Contingency Model and the one most effective style. Both theories are discussed and the authors believe in the idea of there being one best theory of leadership.

Blumenson, M. (1972). The many faces of George S. Patton, Jr. *Harmon Memorial Lectures in Military History*, *14*, 1-27.
The author attempts to look at the many facets of George S. Patton, Jr.'s life, including both his private and public life. Patton was well read in history, well trained and dedicated to his profession. All these characteristics have made Patton an effective leader.

Bradford, D. L., & Cohen, A. R. (1984). The postheroic leader. *Training and Development Journal*, *38*(1), pp. 40-49.
A new style of management/leadership called The Manager-as-Developer follows the thought that a manager must first believe in a concept and then act in the creation of a team of key subordinates who are jointly responsible with the manager for the department's success. At the same time the manager works to develop management responsibility in subordinates, he or she must help develop the subordinate's abilities to share management of the unit's performance.

Brechtel, J. B., et al (1982). Leaders in high schools? *Community and Junior College Journal*, *52*(7), 29-30.
Delgado Community College's leadership training seminar was offered to 40 high school students. The seminar identified student leadership styles and worked on students' team-building, organizational and planning skills. Offers guidelines for setting up similar programs.

Britton, V., & Elmore, P. B. (1979). Developing leadership skills in women students. *NASPA Journal*, *16*(3), 10-14.
This study was designed to determine if a leadership and self-development workshop for women could change the participant's attitudes toward leadership and individual issues which are identified with the concerns of women. The workshops differed from traditional leadership training in its emphasis on self-development for women.

Bryson, J. & Kelley, G. (1978). A political perspective on leadership emergence, stability, and change in organizational networks. *Academy of Management Review* *3*, 713-723.

A political approach to leadership in organizational networks is presented. From a review primarily of the political science and public administration literatures, a theoretical perspective is developed suggesting individual, process, structural, and environmental variables affecting leadership emergence, stability, and change. A list of hypotheses describe much of the political dynamics of organizational leadership.

Burke, W. W. (1980, November). Leadership: Is there one best approach? *Management Review*, pp. 54-56.

Recent research on leadership is reviewed. The leader's job is to provide direction as well as to be considerate to his subordinate's needs. According to the author, the most effective leader is one who uses participatory management.

Burns, J. M. (1980, July/August). Political leadership in America. *Center Magazine*, pp. 10-18.

Burns is interested in the relationship between values reduced to purpose, on the one hand, and intended social change, on the other. Leadership can be crucial in bringing about intended social change. He explores political leadership and political conflict by interviewing a number of professors of Political Science, Sociology, directors of institutions and other prominent leaders.

Burns, J. M. (1977). Wellsprings of political leadership. *American Political Science Review*, *71*, 266-275.

This paper, presented as the Presidential Address at the American Political Science Association meeting in Chicago, in September, 1975, is an exploration of sources of leadership that lie in areas that are to some degree outside the traditional boundaries of political science. It is excerpted and summarized from a larger work in progress.

Butler, D. C. (1979). Improving management practices through leadership training. *Public Personnel Management*, *8*, 134-136.

With more and more responsibility being given to city governments and at the same time more and more budget cuts, Bowling Green has come up with a training program to teach city administrators the team management concept.

Carew, D. K., Parisi-Carew, E., & Blanchard, K. H. (1986). Group development and situational leadership: A model for managing groups. *Training and Development Journal*, 1986, *40*(6), 46-50.

Reviews the concepts of situational leadership and group development and functioning and combines them into a single leadership model, with the premise that there is no one best leadership style for all situations.

Christie, R. (1970, November). The Machiavellis among us. *Psychology Today*, pp. 82-86.

Various experiments were conducted to determine an individual's level of Machiavellianism. Characteristics of both high and low Machiavellian individuals are given. A true Machiavellian is not concerned with morality, cool and detached from other people and is more concerned with the means than the ends.

Clark, K. E. (1985, March). Teaching undergraduates to be leaders. *American Association of Higher Education Bulletin*, pp. 11-14.
This article explores the current situation in the education process of developing leaders. Research and workshops conducted at the Center for Creative Leadership are described, along with several important course offerings at various colleges and universities. Calls "for colleges to challenge students to develop their capabilities to the fullest, to learn how organizations function and can be led, and to understand the necessity for accommodating the interest of others..."

Cleveland, H. (1980, August). Learning the art of leadership. *Twin Cities*, pp. 83-86.

Cronin, T. E. (1984). Thinking and learning about leadership. *Presidential Studies Quarterly*, *14*, 22-34.
The author discusses his ideas on leadership and education of leadership. Leadership qualities and characteristics are examined.

Csoka, L. S. (1974). A relationship between leader intelligence and leader rated effectiveness. *Journal of Applied Psychology*, *59*, 43-47.
A leader with high intelligence contributed to group performance if the leader had a low Least Preferred Coworker score (LPC) and experienced the favorable situations of a supportive group atmosphere, high levels of experience, and strong position power. Less intelligent leaders under low group atmosphere, low levels of experience, and weak position power performed better than highly intelligent leaders. Intelligence and experience contribute to group performance.

Culberton, J. A. (1983). Leadership horizons in education. *Educational Administration Quarterly*, *19*, 273-296.
Our culture has changed into an information society. This article discusses the impact of the information society on education, particularly on educational leaders. School leaders have to be able to do such things as purpose setting, program adaptation and using new electronic media effectively while maintaining their own self awareness.

Cunningham, L. (1985). Leaders and leadership: 1985 and beyond. *Phi Delta Kappan*, *67*, 17-20.

Curtis, B., Smith, R. E., & Smoll, F. L. (1979). Scrutinizing the skipper: A study of leadership behaviors in the dugout. *Journal of Applied Psychology*, *64*, 391-400.
The Coaching Behavior Assessment System was used by trained observers to classify the behaviors of coaches toward their players into 12 categories. Samples of 51 and 31 coaches in a boys' baseball program were observed during the 1976 and 1977 seasons, respectively. Players were interviewed at the end of the season concerning

perceptions of their coach's behavior and attitudes toward their experience.

Davidson, H. J. (1977). The top of the world is flat. Harvard Business Review, 55(2), 89-99.

"Things fall apart, the centre cannot hold"--this description of disintegration by W. B. Yeats is applied here to the American way of life. The death of the family and social and economic decline signal that a peak has been passed. How will this end?, and Where are the leaders to restore the "something of value" needed in American lives?

Davis, K. E. (1982). The status of black leadership: Implications for black followers in the 1980s. Journal of Applied Behavioral Science, 18, 309-322.

The author discusses the black leadership movement of the 1980s. Black leadership is limited by: wide-spread presence of threats, the issues and the lack of financial support. Great strides have been made in the Black movement, however, the movement seems to be focusing on economic rights and employment opportunities.

Davis, T. R. V., & Luthans, F. (1984). Defining and researching leadership as a behavioral construct: An idiographic approach. Journal of Applied Behavioral Science, 20, 237-251.

The authors first discuss the problem of defining leadership, suggesting three minimal criteria. The authors then stress the importance of considering environmental influences on the leadership process and suggest an idiographic approach to researching leadership under such theoretic assumptions for leadership. The rest of the article presents a demonstration study for this approach.

DeJulio, S. S., Larson, K., Dever, E. L., & Paulman, R. (1981). The measurement of leadership potential in college students. Journal of College Student Personnel, 22, 207-213.

This study administered a leadership scale, the Leadership Opinion Questionnaire, to college leaders and nonleaders of both sexes. Results suggest its potential usefulness in the selection and training of students for campus leadership roles.

DeMause, L. (1984). The making of a fearful leader: Where's the rest of me? Journal of Psychohistory, 12(1), 5-21.

This chapter was taken from Reagan's America by Lloyd DeMause. It deals with Reagan's personal anxieties and how those anxieties have affected his politics. This chapter evaluates Reagan's phobias and explains why he developed phobias. The author states the reason for Reagan's success in 1980 was not so much his abilities but his promises to us that psychologically dealt with the same inner turmoils that Americans were experiencing during that time.

Denmark, F. L. (1977). Styles of leadership. Psychology of Women Quarterly, 2(2), 99-113.

The issue of what kinds of leaders emerge in what kinds of groups is examined. The focus is on women--the kinds of women leaders that emerge, the styles of leadership utilized by women in contrast to those utilized by men, and the effects these kinds of leadership have on group behavior. The reasons for the shortage of women in leadership positions are outlined.

Ekpo-Ufot, A. (1979). A course in leadership and human relations. *Journal of European Industrial Training*, *3*(4), 21-24.

Describes a management training course in leadership and human relations at the University of Lagos (Nigeria): the initial participant questionnaire on home organizations goals, psychological testing, assignments, study group interaction, lectures, games, feedback and evaluation. The course objective is to develop effective leadership skills and attitudes toward organizational human relations.

Ellis, R. J. (1983, March). Organizational leadership in turbulent times. *Management Review*, pp. 59-61.

In turbulent times a manager must be able to stimulate problem-solving activities to generate as many innovative ideas as possible. Three aspects of an organization may help stimulate new ideas: "free atmosphere," a "supportive environment," and a "loose structure." Ideas not only must be stimulated, but also supported through the use of reinforcement or disapproval and the manipulation of the organization and information flow.

Elsner, P. A. (1984). Meeting the challenges with new leadership development programs. *New Directions for Community Colleges*, *12*(2), 33-40.

Explores assumptions about the nature of leadership, change and the future with a view toward identifying realistic organizational activities that community college leaders can undertake.

Ernst, R. J. (1982). Women in higher education leadership positions--It doesn't happen by accident. *Journal of the College and University Personnel Association*, *33*(2), 19-22.

Most leadership roles in education are filled by men. The author gives suggestions to women to improve their chances of becoming an educational leader as well as explains how institutions would benefit by having more women on staff.

Fiedler, F. (1971). Validation and extension of the contingency model of leadership effectiveness: A review of empirical findings. *Psychological Bulletin*, *76*, 128-148.

This paper reviews studies which tested and extended the contingency model of leadership effectiveness. The model predicted a curvilinear relationship such that leaders with low least preferred co-worker (LPC) scores ("Task-oriented") would perform more effectively in very favorable and unfavorable situations, while high LPC leaders ("relationship-oriented") would perform more effectively in situations intermediate in favorableness.

Fiedler, F. E. (1981). Leadership effectiveness. *American Behavioral Scientist*, *24*, 619-632.

Current leadership theories are reviewed. Fiedler finds that current theories ignore the importance of a leader's knowledge, ability to solve problems and to make judgments to effective leadership. The author believes that a person will respond to a situation in a way

which is compatible with the individual's personality. The effects of stress on performance is also discussed.

Freedman, A., & Freedman, P. E. (1982). Mass line leadership: Another view of Mao's China. American Psychologist, 37, 103-105.
Argues that in his analysis of mass leadership in China, J. Barlow presents a one-sided and highly misleading portrait of Mao's China. Barlow overlooks the fact that small study groups and other organs of participation in the People's Republic of China operate within a context of coercion that conditions the individual's behavior. Mao's use of physical punishment and outright terror are discussed.

Gardner, J. W. (1965). The antileadership vaccine. In, Carnegie Corporation of New York. Annual Report. NY: Carnegie Corporation.
There are many leaders in our society. The author discusses what he calls an "antileadership vaccine," meaning that a larger number of young people are being steered away from leadership roles. The process begins in society itself. Individuals do not envision themselves as individuals but rather as an anonymous member in a mass of people. Stereotypes of leaders enhance the unattractiveness of leadership positions. The necessity of leaders in our society is discussed.

Goodwin, D. K. (1978, October). True leadership. Psychology Today, pp. 46-58, 110.
The author interviews James MacGregor Burns about his theories on leadership. Burns believes that we must study the development of leaders and followers to understand the concept of leadership. He feels that "leadership and followership lie in the vast pool of human wants, and the transformation of those wants into social aspiration, collective expectations and political demand." Leaders of today tend to be charismatic and superficial, partly because of media influence.

Graeff, C. L. (1983). The situational leadership theory: A critical view. Academy of Management Review, 8, 285-291.
Theoretical issues undermining the robustness of the situational leadership theory and the utility of its prescriptive model are discussed. More specifically, conceptual ambiguity associated with the mechanics of applying the concept of job-relevant maturity and other problems with the normative model are seen as seriously limiting its pragmatic utility. In addition, problems with the LEAD instrument are identified and discussed.

Hayes, J. L. (1981, May). Preparing future leaders. Management Review, pp. 2-3.
The key to developing new leaders is the chance for young people to have a job in which he/she can practice the skills learned in college. In order to be a successful leader in the year 2005, leaders must be able to handle all media effectively. The key to management is practice.

Heider, J. (1982). The leader who knows how things happen. Journal of Humanistic Psychology, 22(3), 33-39.
The author presents 12 chapters of Lao Tzu's sixth century B. C. Chinese text, Tao Te Ching, on how to rule a kingdom.

Hersey, P., & Blanchard, K. H. (1979). Life cycle theory of leadership. *Training and Development Journal*, *33*(6), 94-100.

Previous research on leadership models is reviewed. A theory called the "life cycle" has been developed. This theory emphasizes the follower rather than the leader. It involves four stages, moving the followers through various stages of maturity. The "life cycle" theory believes as the followers' maturity increases, leader behavior requires less structure and less emotional support.

Hill, N. C., & Ritchie, J. B. (1977, December). The effect of self-esteem on leadership and achievement: A paradigm and a review. *Group and Organization Studies*, *2*, 491-503.

Studies on leadership have experienced distinct evolutionary cycles typical of much of social science research. This paradigm is utilized to describe a variety of investigations that suggest that self-esteem is a significant variable in individual productive functioning and leadership effectiveness. This literature is reviewed, focusing on superior-subordinate interactions.

Hofstede, G. (1980). Motivation, leadership, and organizations: Do American theories apply abroad? *Organizational Dynamics*, *9*(1), 42-63.

It is important to remember that management theories developed and studied in one country may be of little use in other countries, due to differences in culture. National culture has been divided into four dimensions: power distance, uncertainty avoidance, individualism-collectivism, and masculinity-femininity. Differences in employee motivation, attitudes, management styles and organizational structures between countries can be traced to differences in mental programming.

Hogan, J. C. (1978). Personological dynamics of leadership. *Journal of Research in Personality*, *12*, 390-395.

Fifty members of a university football team were given the California Psychological Inventory (CPI) to determine what personality traits characterize leaders. Subjects were given leadership scores. Leaders were found to possess high scores on CPI scales of dominance, self-acceptance and responsibility. The coaches' leadership ratings were correlated with scores on the leadership regression equation. Stable personality traits characterizing leaders is supported.

Hollander, E. P., & Yoder, J. (1980). Some issues in comparing women and men as leaders. *Basic and Applied Social Psychology*, *1*, 267-280.

Reactions of followers to both male and female leaders were studied. Factors such as the nature of the group task and attitudes of both leaders and followers toward the sexes contributed the reactions noted. Leadership role, style, and situational characteristics all influence leader behavior. Further studies are needed to examine the behavior of women and men in groups.

House, R. J., & Mitchell, T. R. (1974). Path-goal theory of leadership. *Journal of Contemporary Business*, *3*(4), 81-94.

An integrated body of conjecture by students of leadership referred to as the "Path-Goal Theory of Leadership," is currently emerging. This article attempts to describe the theoretical framework for understanding the effect of leadership behavior on subordinate satisfaction and motivation.

Howard, A., & Wilson, J. A. (1982). Leadership in a declining work ethic. California Management Review, 24(4), 33-46.
AT&T conducted its second longitudinal study of managers in 1970. Results from the 1970 study were compared with results from a 1950 study. The 1970 survey indicates that baby boomers are less motivated toward success, less optimistic and less committed to corporate life. A historical look into why this transformation has taken place as well as the future directions of corporate life are explored.

Hunter, J. E., Hunter, R. F., & Lopis, J. E. (1979). A causal analysis of attitudes toward leadership training in a classroom setting. Human Relations, 32, 889-907.
This research article presents an analysis of the interrelationships of various student attitudes in a leadership training program.

Hynes, K., Feldhusen, J. F., & Richardson, W. B. (1978). Application of a three-stage model of instruction to youth leadership training. Journal of Applied Psychology, 63, 623-628.
This study examined the cognitive, behavioral, and attitudinal effects of a three-stage leadership training program consisting of 12 instructional units administered to high school vocational education students. Results of the one-way analysis of variance indicated that the leadership training was effective in improving leadership knowledge as measured by a mastery test. Additional results and measurements of the Ideal Leader Behavior Description Questionnaire are discussed.

Jago, A. G. (1982). Leadership: Perspectives in theory and research. Management Science, 28, 315-336..
Reviews prominent trends in leadership research and constructs a typology based on the themes in the research. Argues that existing research has covered only a part of the domain of leadership phenomena.

James, D. C. (1982). Command crisis: MacArthur and the Korean War. Harmon Memorial Lectures in Military History, 24, 1-16.
The controversy surrounding the dismissal of MacArthur by Truman is explored.

Johnson, D. P. (1979). Dilemmas of charismatic leadership: The case of the People's Temple. Sociological Analysis, 40, 315-323.
A proposed model of charismatic leadership is used to interpret the power of Jim Jones's People's Temple which ended in a mass suicide in Jonestown, Guyana. Charismatic leaders are constantly seeking ways in which to reinforce their power: additional recruitment, providing benefits to members, delegating authority, giving up worldly possessions for the good of all, and creation of rituals. However, these strategies may also serve to undermine the leader's power.

Kanter, R. M. (1982). Dilemmas of managing participation. Organizational Dynamics, 10(2), 5-27.
Kanter discusses six sets of dilemmas that must be resolved to

ensure that participating teams work effectively for the organization: dilemmas around initiation, structure, issue, choice, teamwork links between teams and their environment, and evaluation/continuation.

Kerr, S. (1977). Substitutes for leadership: Some implications for organizational design. *Organization and Administrative Sciences*, *8*(1), 135-146.

Kerr utilizes a sociological perspective to establish the wide variety of characteristics (individual, task, and organizational) influencing leadership strategies.

Kerr, S., & Jermier, J. M. (1978). Substitutes for leadership: Their meaning and measurement. *Organizational Behavior and Human Performance*, *22*, 375-403.

Current leadership theories and models are reviewed. This article stresses that some leadership styles can be effective, regardless of the situation. A number of substitutes for "leadership" can be found to give guidance and promote good feelings within an organization.

Kormanski, C. (1982). Leadership strategies for managing conflict. *Journal for Specialists in Group Work*, *7*, 112-118.

Discusses the impact of conflict in small group development theory. Conflict is a positive, normally occurring behavior. Presents leadership strategies involving withdrawal, suppression, integration, compromise, and power. Examples of situational contingencies in group therapy are presented along with a rationale for strategy selection and intervention.

Kotter, J. P. (1978). Power, success, and organizational effectiveness. *Organizational Dynamics*, *6*(3), 26-40.

Kotter describes power in organizations: how people acquire and manage power; why success in some jobs depends on power-oriented behavior, but in other jobs does not; how and why successful power-oriented behavior can work for or against the overall interests of the organization.

Latham, G. P., Cummings, L. L., & Mitchell, T. R. (1981). Behavioral strategies to improve productivity. *Organizational Dynamics*, *9*(3), 4-23.

Inevitably, employee performance problems create productivity problems. Strategies for dealing with both involve defining performance behaviorally, training managers to reduce rating errors, setting specific goals, and offering positive consequences for performance improvement.

Latham, G. P., & Yukl, G. A. (1975). A review of research on the application of goal setting in organizations. *Academy of Management Journal*, *18*, 824-845.

Research on goal setting is reviewed in order to evaluate Locke's theory of goal setting and to determine the practical feasibility of this technique for increasing employee motivation and performance. An attempt is made to identify limiting conditions, moderator variables, and promising directions for future research.

Lewis, R. G. & Gingerich, W. (1980). Leadership characteristics: Views of Indian and non-Indian students. Social Casework: The Journal of Contemporary Social Work, 61, 494-497.

The findings of a study of the attitudes that American Indian and non-Indian students have about leadership indicate that the Indian students see leadership roles very differently than the non-Indians. The Indian students believe that the kind of person a leader is is more important than skills or knowledge.

Lippitt, G. (1983). Leadership: A performing art in a complex society. Training and Development Journal, 37(3), 72.

A brief article dealing with complexities for the modern leader. The author contends that different leaders and different kinds of leadership may be needed periodically throughout an organization's lifespan. He chooses four methods that can be applied in directing activities of humans: Force, Paternalism, Bargain, and Mutual means.

Lippitt, R. (1982). The changing leader-follower relationships of the 1980s. Journal of Applied Behavioral Science, 18, 395-403.

The author, Ronald Lippitt, identifies several trends of change that seem to have particular relevance for the relationships between leaders and followers, examining some of the changing role requirements and competency challenges for leaders and followers and for their interactions.

Lombardo, M. M. (1982). How do leaders get to lead? Issues & Observations, 2(1), 1-4.

The opportunity to exercise skills and latent capabilities is the crucial factor in the development of leaders. Some practical suggestions for ways to create opportunities for more managers are presented.

Lombardo, M. M., & McCall, M. W., Jr. (1983). Great truths that may not be. Issues & Observations, 3(1), 1-4.

This is an overview of part of a major Center research project on how executives learn, grow, and change throughout their careers.

Lombardo, M. M., & McCall, M. W., Jr. (1983, March). Management Homilies: Do they hold up under close examination? Management Review, pp. 52-55.

One hundred and nine executives were interviewed to determine how executives learn and change through their careers. From interviews it was found that successful leaders do make big mistakes, possess a combination of toughness and basic values, both good and bad role models are important to executive development and diversity in types of experiences rather than diversity in jobs or increased responsibility provide well-rounded managers.

Lynch, C., & Joseph, F. (1983, April). Leadership development: An honors program in student development. Student Services: Issues, Problems, Opportunities, p. 43.

Manz, C. C. (1986). Self-leadership: Toward an expanded theory of self-influence processes in organizations. *Academy of Management Review*, *11*, 585-600..

Manz offers the premise that the central control mechanisms within organizations are self-control systems. He outlines strategies commonly used by individuals to manage both boring tasks and intrinsically satisfying tasks. Strategies for self-leadership practice are given.

Manz, C. C., & Sims, H. P., Jr. (1984). Searching for the "unleader": Organizational member views on leading self-managed groups. *Human Relations*, *37*, 409-424.

The increasing adoption of the self-managed work group approach in organizations has created a puzzling paradox for leadership practice: How does one lead those that are supposed to lead themselves? Employee views at several organizational levels within a production plant that uses a self-managed work system are presented.

Manz, C. C., & Sims, H. P., Jr. (1981-82). Social learning theory: The role of modeling in the exercise of leadership. *Journal of Organizational Behavior Management*, *3*(4), 55-63.

This paper explores learning through modeling as it relates to the exercise of leadership. The paper distinguishes between modeling as a natural learning occurrence versus a planned effort to change behavior. The emphasis is on the issue of how appointed leaders can utilize models to influence employee behavior. Research results and implications for managerial leadership are discussed.

Maxcy, S., Jr., & Liberty, L. (1983). Should education leaders be humanistic? *Journal of Thought*, *9*, 101-106.

This article calls for "humanistic leadership" in education. Although no clear definition has been identified, it would be enough to say that humanistic leadership would involve leading in a truly human and feeling way while keeping in mind the value of historic and classical learning.

McCall, M. W., Jr. (1980). Conjecturing about creative leaders. *Journal of Creative Behavior*, *14*, 225-234.

Creativity is seen today as a deviant response by the leader in order to solve some problem. The author sees creative leaders as crafty, contrary, grouchy, dangerous, feisty, inconsistent, evangelistic, prejudiced and spineless. The creative leader tries to create new ideas and evaluate them.

McCall, M. W., Jr., & Lombardo, M. M. (1983, February). What makes a top executive? *Psychology Today*, pp. 26-31.

This article looked at reasons why executives were derailed: inability to adapt to new boss, overdependence on mentor, inability to think strategically, and failure to staff effectively. The authors further compare the behavioral differences between the arrivers (people who make it to the top) and the derailers.

McCarthy, M. J., & Sarthory, J. A. (1978). The ethical dimension of educational leadership: The administrator as a moral agent. *Journal of Thought*, *13*, 8-13.

The author discusses the idea that an effective leader must be able to act as a moral agent to persuade others to follow the leaders' moral point of view. The leader must be able to articulate his view and only during "moral dispute" can conflict over ethical dimensions be resolved.

McWhinney, W. (1984). Alternative realities: Their impact on change and leadership. *Journal of Humanistic Psychology*, *24*(4), 7-38.

The different ways people experience reality result in their having distinctly different attitudes toward change. Understanding these different concepts contributes to new understanding of resistance to change and the modes of leadership. A description of four alternative realities and a pencil-and-paper instrument is used to assess the reality concepts people use. "A scenario in four languages," a hypothetical case, elucidates the ways in which managers react.

Meier, A. (1965). On the role of Martin Luther King. *New Politics*, *4*, 52-59.

Martin Luther King's combination of militancy and conservatism led to his great success. King better than anyone else could articulate the desires of the Negroes both to the Negroes and to White America. This along with King's ability to hold the center position between conservative and radical groups made King an effective leader.

Miller, W. C. (1984, June). Can leaders be developed? *Training*, p. 86.

Describes the author's feelings about today's need for more leadership skills. He states differences between leading and management functions. Several goals for more effective leadership are discussed and comparisons of daily responsibilities between managers and leaders are drawn. Some of the skills effective leaders must learn are listed and explained.

Miner, J. B. (1982). The uncertain future of the leadership concept: Revisions and clarifications. *Journal of Applied Behavioral Science*, *18*, 293-307.

Leadership was developed in a study of small groups and focused on the emergence of a leader. Today we are focused on the functions or organizations and we are finding that our current model of leadership is no longer useful. The author suggests alternative areas of research in the leadership field.

Mintzberg, H. (1975). The manager's job: Folklore and fact. *Harvard Business Review*, *53*(4), 49-61.

The author examines the common misconceptions, myths, and rumors that dominate the average manager's thinking about his job. He bases his article on many recent studies and tries to define a set of usable and well-defined components for managers. The author feels managers play a complex, intertwined combination of interpersonal, informational, and decisional roles. He hopes to enable the manager to better understand his job.

Moore, K. M. (1982). The role of mentors in developing leaders for academe. *Educational Record*, *63*, 23-27.
Discusses formalizing the mentor process by establishing mentor programs to aid the identification and development of promising administrators.

Morris, T. D. (1984). Taking charge in Washington. *Harvard Business Review*, *62*(4), 24-40.
The author discusses the leadership of McNamara, Staats and Califano while heading federal government positions. To be an effective federal manager one must: bring "zest" for new career experiences, be able to make contributions quickly because of limited appointment, be effective communicators, have strategies for attaining goals and develop long-range objectives.

Mueller, R. K. (1980). Leading-edge leadership. *Human Systems Management*, *1*, 17-27.
With society changing at such a fast pace, leaders must be able to adapt quickly to new-form situations. Attributes of freer-form organizations are discussed. A triple framework (TISC, LRSQ & PISQ) is suggested for maintaining organizational management and providing guidance for leaders of the future.

Nanus, B. (1986). Leadership: Doing the right thing. *Bureaucrat*, *15*(3), 9-12.
Explores the differences between leadership and management. Findings from interviews with 90 well-known leaders from business and the public sector led to the formulation of four major skills shared by effective leaders: a results orientation, articulating and communicating meaning, earning trust by taking stands and sticking to them, and knowing one's own strengths and weaknesses.

Newman, R. G. (1983). Thoughts on superstars of charisma: Pipers in our midst. *American Journal of Orthopsychiatry*, *53*, 201-208.
Discusses the effects of charisma in the use and misuse of power, using R. Browning's (1895) version of The Pied Piper. The interdependent relationship between a leader and his/her followers is explored, and the psychological implications of these forces for society and its institutions are addressed.

O'Ballance, E. (1981). IRA leadership problems. *Terrorism: An International Journal*, *5*, 73-82.
The development of leadership in the IRA is reviewed. Differences and reasons for splitting into the "officials" and the "provisionals" and the Irish National Liberation Army are discussed.

Peters, T. J. (1979). Leadership: Sad facts and silver linings. *Harvard Business Review*, *57*(6), 164-172.
A busy executive may be the most effective. This article discusses four sad facts about executives and their potential silver

linings. The sad facts include: (a) Senior managers get only one option, (b) time is fragmented and issues are late, (c) bad news is normally hidden, and (d) major choices take months or years to emerge. Effective management lies in foresight and a shrewd sense of timing. Managers must use all their skills to solve problems of the organization.

Petrie, T. A., & Burton, B. (1980). Levels of leader development. *Educational Leadership*, *37*, 628-631.

Leadership is conceived of as a sequence of five levels of activity. The levels are analyzed to determine tasks associated with each level and the technologies available to help leaders acquire the necessary skills.

Plachy, R. J. (1981, September). Leading vs. managing: A guide to some crucial distinctions. *Management Review*, pp. 58-61.

It is impossible for an individual to be both a manager and a leader. The relationship between manager and leader is reciprocal, if an individual tries to be too much of one, the other will suffer. The individual who understands the distinction between leader and manager will have greater success in achieving the goals for either the individuals or the organization.

Reed, B. G. (1983). Women leaders in small groups: Social-psychological perspectives and strategies. *Social Work with Groups*, *6*(3-4), 35-42.

Reviews research and theories concerning female leaders of small groups and identifies ways that female leaders can minimize negative reactions to their leadership and take advantage of opportunities to promote growth, learning, and new knowledge. Research shows that the gender of a group's leader clearly affects the group and that male and female group leaders behave similarly, but females are often perceived and reacted to differently (usually more negatively).

Reinharth, L. (1978). The missing ingredient in organization theory. *Advanced Management Journal*, *43*(1), 14-24.

This article shows how to pinpoint the "key leaders" in an organization and discusses what attributes key leaders in stable versus growth organizations should have. It affirms that key leadership is the crucial factor in giving or changing the direction of an organization.

Salancik, G. R., & Pfeffer, J. (1977). Who gets power--and how they hold on to it: A strategic-contingency model of power. *Organizational Dynamics*, *5*(3), 2-21.

Power adheres to those who can cope with the critical problems of the organization. As such, power is not a dirty secret, but the secret of success. This article argues that traditional "political" power, far from being a dirty business, is one of the few mechanisms available for aligning an organization with its own reality.

Schwartz, B. (1983). George Washington and the Whig conception of heroic leadership. *American Sociological Review*, *48*, 18-33.

The author discusses the transformation of George Washington from a military hero to a moral symbol and how his leadership demonstrated

the Whig conception of heroic leadership. Leadership is discussed in the Republican tradition.

Sergiovanni, T. J. (1979). Is leadership the next great training robbery? Educational Leadership, 36, 388-402.
Critically examines the concept of leadership and the viability of leadership training.

Shoemaker, D. J., & Nix, H. L. (1972). A study of reputational community leaders using the concepts of exchange and coordinative positions. Sociological Quarterly, 13, 516-524.
The general purpose of this study was to investigate group and organizational affiliates of reputed community leaders in a rural community.

Sinetar, M. (1981, March). Developing leadership potential. Personnel Journal, pp. 193-196.
Selecting managers with high leadership quotients is only part of an organization's task. The other part--a developmental process--is not immediately actualized. Grooming managers for effective interpersonal functioning is a key adjunct to any selection process. The article defines leadership, the skills and traits, behavior, and poses questions regarding teaching leadership. Also, leadership training criteria and selection and training of leaders is explored.

Singleton, T. M. (1978). Managerial motivation development: A study of college student leaders. Academy of Management Journal, 21, 493-498.
This study measured the results of a special managerial motivation development training course taught at Georgia State University during the spring quarter of 1975. The study was initiated to examine the impact of a formal managerial motivation training program upon campus student leaders. The study attempts to measure the impact of the training upon the motive to manage of the training subjects.

Smircich, L., & Morgan, G. (1982). Leadership: The management of meaning. Journal of Applied Behavioral Science, 18, 257-273.
The basis of this paper focuses on understanding the phenomenon of leadership, not to improve the practice of leadership but as a means of understanding the phenomenon of organization. The authors approach is to analyze leadership as a distinctive kind of social practice, present a case study of leadership in an organizational context, and analyze its consequences.

Stockdale, J. B. (1983). Educating leaders. Washington Quarterly, 6, 49-52.
The author suggests that a return to the basics of history and philosophy will provide today's leaders with the wisdom to solve everyday difficulties. The author further states that an effective leader should possess five traits. He should be a moralist, a jurist, a teacher, a steward and a philosopher. The author feels that "leadership traits can only be tested in a real life crisis."

Stogdill, R. H. (1974). Historical trends in leadership theory and research. *Journal of Contemporary Business*, *3*(4), 1-17.

A brief review by Stogdill of the history of and trends in leadership theory.

Tannenbaum, R., & Schmidt, W. H. (1973). How to choose a leadership pattern. *Harvard Business Review*, *51*(3), 162-175, 178-180.

Harvard Business Review classic: appearing 15 years prior. For this publication, the authors have added a commentary examining the nature of leadership from the perspective of the 1970's. The authors capture the main ideas involved in the question of how a manager should lead his organization.

Trow, M. (1985). Comparative reflections on leadership in higher education. *European Journal of Education*, *20*, 143-159.

Turcotte, W. E. (1983). Leadership vs. management. *Washington Quarterly*, *6*, 46-48.

The author believes a military executive must possess a combination of leadership qualities and effective management skills to solve today's military problems. He suggests ways to go about getting these skills.

Van Gelder, L. (1984, January). Carol Gilligan: Leader for a different kind of future. *Ms.*, pp. 37-40, 101.

An article focusing on Carol Gilligan, *Ms.* Woman of the Year. The challenges that stand between 1984 and the year 2000; the survival that may depend on a revolution in values; are centered on one of the leaders of this revolution--Carol Gilligan. Gilligan's work reflects implications ..."for a rather different kind of future--one in which humanity takes its cues not from Big Brother, but from sisters, mothers, and daughters."

Watson, C. M. (1983, Autumn). Leadership, management and the seven keys. *McKinsey Quarterly*, pp. 44-52.

Recent research has suggested that managers and leaders are basically different types. In terms of the McKinsey 7-S model, the typical manager is seen as overrelying on the "hard" S's (strategy, structure, and systems), while the leader's mastery of the "soft" elements (style, skills, staff and shared values) helps to galvanize his organization into superior long-term performance. There is truth in the distinction, the author believes, but it is overdrawn.

Welte, C. E. (1978). Management and leadership. *Personnel Journal*, *57*, 630-632.

Differences between both "managership" and "leadership," "style of leadership" and "leadership behavior" are discussed. These distinctions may provide guidelines for improvements in managerial and leadership performance.

Wilson, J. C. (1969). Leadership for change. *Personnel Administration*, *32*(5), 4-7, 14-15.

Leadership and organization are keys to development. As society develops at an accelerated rate, demands on leadership will also increase. Innovators and creators are needed in this era of technological change. Education is the key to our future; we will require leaders with intellectual capacity beyond mere technical skills to solve our complicated problems.

Youngs, B. B. (1983). Identifying and developing prospective school leaders. NASSP Bulletin, 67(467), 98-106.
Describes a model for developing leadership potential in education using specialized assessment scales and one-to-one conferences.

Zaleznik, A. (1977). Managers and leaders. Are they different? Harvard Business Review, 55(3), 67-78.
The author examines the two basic positions of leadership: leaders and managers. He suggests that managers and leaders are basically two different types of people. Combined with different conditions which breed the different types, it is difficult for one person to be both.

REFERENCE MATERIALS

BIBLIOGRAPHIES AND REVIEWS

Borthwick, P. (1982). The leadership bibliography. Leadership, 5, 53.
Caption on top of a list of books "from the pragmatic to the mystical, the following books represent a broad spectrum of resources focusing on vision, goal setting, and finding spiritual direction."

Force, G. T., & Van Der Slik, J. R. (1969). Theory and research in the study of political leadership: An annotated bibliography. Carbondale, IL: Public Affairs Research Bureau, Southern Illinois University.

Goehlert, R. (1982). Political leadership. Monticello, IL: Vance Bibliographies.
Part of the Public Administration Series that provides a bibliography on political leadership.

Hannah, M. E., & Midlarsky, E. (1981, June). Toward an understanding of power and leadership in the young: A review. Available from: Select Press, P.O. Box 9838, San Rafael, CA 94912.
This paper presents a review of the literature regarding the antecedents (personal and situational characteristics), process and outcome in situations in which power and leadership are exercised. Methodological critiques of the existing literature (comprising over 130 references) are provided, as well as suggestions for future research.

Hare, A. P. (1976). Handbook of small group research. New York: Free Press.
Contains 15 chapters, as well as appendices, indexes and a 323 page bibliography on small group research studies. The chapters fall into three basic categories: group process, structure interaction variables, and performance characteristics. This is primarily a reference resource which summarizes the major trends and findings on small groups from 1898 through 1974. Suitable for the serious reader interested in small group dynamics and leadership.

Kimmel, M. J. (1981). Senior leadership: An annotated bibliography of the military and nonmilitary literature. Alexandria, VA: Army Research Institute for the Behavioral and Social Sciences. Technical Report #532, 73 pp.
This bibliography contains sections on summary, empirical and nonempirical literature in the field of senior leadership in the military as well as in the nonmilitary positions. This pamphlet includes current literature on senior leadership competencies in higher level positions.

McCauley, C. D. (1986). Developmental experiences in managerial work: A literature review. Greensboro, NC: Center for Creative Leadership, Technical Report Number 26.

As part of an ongoing research project on executive growth and learning, researchers at the Center for Creative Leadership interviewed successful executives about important events in their careers. The purpose of this paper is not to provide an extensive presentation of the CCL research, but to take a look at past research studies in the context of the CCL research.

Miletich, J. J. (1980). Corporate power, leadership, and success: A selective bibliography to 1977. Monticello, IL: Vance Bibliographies.

Nejedlo, R. J. & Powell, J. A. (1982). Mentoring and networking, annotated bibliography. Association for counselor education and supervision.

The objective of this text is to provide a general annotated bibliography on mentoring and networking.

Olmstead, J. A. & Galloway, D. R. (1980). Management and supervisory training: A review and annotated bibliography. Alexandria, VA: Human Resources Research Organization.

Topics include the effectiveness of various training methods for improving knowledge and awareness, changing attitudes, skills, and improving on-the-job performance.

Stogdill, R. M., & Bass, B. M. (1981). Stogdill's handbook of leadership: A survey of theory and research, New York: Free Press.

The chapters fall into eight major categories including: introduction to leadership theory and research, the leader as person, power and legitimacy, leader-follower interaction, the antecedents and consequences of management and styles of leadership, situational aspects of leadership, special conditions, and applications and implications. Extremely comprehensive; suitable for the serious reader and those in search of an excellent reference work.

Vance, M. A. (1982). Community leadership: A bibliography. Monticello, IL: Vance Bibliographies.

Part of the Public Administration Series, providing a bibliography on community leadership.

TRAINING GUIDES AND TEACHING RESOURCES

Bates, M. M., & Johnson, C. D. (1972). Group leadership: A manual for group counseling leaders. Denver, CO: Love Publishing.

The authors state that their main purpose is to present to the professional group leader the tools "which will enable him to activate group process in a way which insures that members have growth-producing experience."

Blimling, G. S. & Miltenberger, L. J. (1981). The resident assistant: Working with college students in residence halls. Dubuque, IA: Kendall/Hunt.

Useful as a practical resource for students filling RA positions. Can serve as a text for credit course offerings that further legitimize the integration of the training-learning experience with the total educational experience of students attending colleges and universities. Help in achieving objectives in residence education by equipping RA's in various areas is addressed.

Bliss, E. C. (1978). Getting things done: The ABC's of time management. New York: Bantam.

This book is designed to encourage people to make better use of their time and improve their efficiency at work. Filled with suggestions on how to deal with a mixed bag of alphabetically arranged topics--correspondence, delegation, fear, interruptions, meetings, sleep, and so on.

Bothwell, L. (1983). The art of leadership: Skill-building techniques that produce results. Englewood Cliffs, NJ: Prentice-Hall.

Bradford, L. P. (1976). Making meetings work: A guide for leaders and group members. La Jolla, CA: University Associates.

Dr. Bradford has distilled in this small volume a treasury of helpful ideas for those who find themselves in positions of leadership, or who want to be helpful members of the groups in which they participate. The author brings together practical suggestions of "what to do" with clear explanations of why certain kinds of behavior produce the results they do.

Brown, C. R. (1984). The art of coalition building: A guide for community leaders. New York: American Jewish Committee.

Campbell, D. P. (1984). If I'm in charge here, why is everybody laughing? 2nd ed. Greensboro, NC: Center for Creative Leadership.

This book examines a number of questions concerning: How can leaders bring out the best in the people they work with? What are the best ways to overcome opposition? Why are friendships so special to people in charge? A call to take up the challenge of leadership which can be demanding, enriching and exhilarating. A book full of useful tips for people who are in charge, who make things happen, and who want to have an impact on their world.

Cuming, P. (1981). *The power handbook*. Boston: CBI Publishing.
This book examines the concept of power and its effect on organization. The six kinds of power and influence and manipulation are covered in direct, easy to understand chapters. A good book for lecture material, it also has various exercises and profiles to use with organizations or classes.

Dimock, Hedley G. (1986). *Groups: Leadership & group development*. San Diego, CA: Univ. Associates, Inc.
An in-depth analysis of groups, and how and why they function as they do. Resource guide to: evaluating what's happening in a group, understanding the dynamics at work, assessing the weaknesses and strengths of alternative actions, increasing effectiveness of groups, and providing more growth and satisfaction for individual group members.

Fluegelman, A. (1976). *The new games book*. Garden City, NY: Doubleday.
The standard group play resource. Numerous games illustrated in this book can be used as ice-breakers or initiatives. A good book to help you think about high or low activity games for large or small groups.

Follis, H., & Feldhusen, J. (1983). Design and evaluation of a summer academic leadership program. *Roeper Review*, *6*(2), 92-94.
The Purdue Academic Leadership Seminar is a two-week summer residential program for high school students emphasizing both academics and leadership training. This article describes the organization of the program, student selection procedures, staffing, and other aspects of the program.

Gordon, T. (1977). *Leader effectiveness training*. New York: Bantam Books.
This book can be used as a text for some leadership classes. It examines many of the components of leadership in an easy to read format and relies heavily on the concept of active listening.

Johnson, D. W., & Johnson, F. P. (1987). *Joining together: Group theory and group skills*. 3rd ed. Englewood Cliffs, NJ: Prentice-Hall.
Group theory and group skills establish the framework of this book. Each chapter addresses a theoretical area, such as conflict, communication, and cohesion, while also providing exercises that apply each theory to a group situation. Many of the exercises have become standard in many leadership and counseling programs. (Description of 2nd edition).

Lawson, L. G., Donant, F. D., & Lawson, J. D. (1982). *Lead on! The complete handbook for group leaders*. San Luis Obispo, CA: Impact.
This book is an excellent step-by-step guide for leaders of volunteer groups. Twenty-four key leadership skills from understanding your own leadership style and communicating effectively, to solving conflicts and developing new leaders are addressed here in a clear, concise manner.

Maher, Robert (1984). Fostering student leadership: One school's approach. Spectrum, 2(4), 26-28.

Describes a year-long leadership course at Lakeland High School (Shrub Oak, New York) initiated by students. Designed as part of the regular curriculum, the course begins with self-development and proceeds to community service projects.

Malone, P. B. (1986). Love 'em & lead 'em: A how to book on leadership for everyone. Annandale, VA: Synergy Pr.

Miller, E. C. (Ed.). (1972). Conference leadership: A manual to assist in the development of conference leaders. 2nd ed. New York: AMACOM.

Miller, T. K., Winston, R. B., Jr., & Mendenhall, W. R. (Eds.). (1983). Administration and leadership in student affairs: Actualizing student development in higher education. Muncie, IN: Accelerated Development.

Napier, R. W., & Gershenfeld, M. K. (1983). Making groups work: A guide for group leaders. Boston: Houghton Mifflin.

A resource book to provide ways of thinking about groups and to supply the tools for developing what is termed a "design mentality", along with tapping those artistic and creative energies that separate the most successful group leaders from the rest. A text book to be used in a variety of programs and courses in educational institutions or other organizations dedicated to increasing skills in areas related to group processes.

Pfeiffer, J. W. (Eds.) (1987). The 1987 annual: Developing human resources. San Diego, CA: University Associates.

This series, formally called the Annual Handbook for Group Facilitators, has been issued each year since 1972 (often called the Pfeiffer and Jones books). The volumes contain current, nonoverlapping collections of structured experiences, instruments, lecturettes, professional development papers, and resources for trainers and consultants.

Pfeiffer, J. W., & Jones, J. E. (Eds.) (1986). Handbook of structured experiences for human relations training. San Diego, CA: University Associates.

A complementary series to the annuals. Now contains ten volumes. Each contains structured experiences designed to promote varied learning experiences and to be useful in a variety of settings.

Phillips, N. R., Fetteroll, E., Nadler, L., & Nadler, Z., (Eds.). (1987). The trainer's resource 1987: A comprehensive guide to packaged training programs. 5th ed. Amherst, Massachusetts: Human Resource Development Press.

This book offers a consolidated, single source to which you can go when you are looking for a packaged program. It provides comparable data about what the packaged programs are, how they relate to your needs, what kinds of learning strategies are utilized, and the cost. Programs are clearly identified under subject categories in the Table of Contents, and the book provides indexes to subject, title and vendor of all packaged training programs.

Rohnke, K. (Ed.). (1977). Cowstails & cobras. Hamilton, MA: Project Adventure.

An outdoor educators' volume which can easily apply to numerous group situations. Rope courses and initiative games are the focus of this easy-to-use guide. Illustrations and photographs make it easy to understand the narrative directions. The Blind Polygon works wonders with a group of 40 student leaders!

Schmitt, D. M., & Weaver, D. C. (1979). Leadership for community empowerment: A source book. Midland, MI: Pendell.

Shea, G. F. (1987). Trust building for personal & organizational success: A self-paced skill-building training manual for individuals. New York: John Wiley & Sons.

Williams, J. C. (1986). Leadership quest. McGregor, TX: Leadership Press.

Presents four modules for study on leadership. Leadership: a bias for action, Personal dimensions of leadership, Developing your leadership skills, and Resources and references.

Wood, D. & Phillips, G. M. (1985). Group discussion, a practical guide to participation & leadership. 2nd ed. New York: Harper & Row.

Wood, J. T. (1977). The leader's brief: Teaching an adaptive approach to leading. Communication Education, 26, 354-358.

Presents an alternative method, the adaptive approach, of training leaders which focuses on the leader's ability to analyze the unique group members and situation and adapt his or her own behavior to meet the circumstantial requirements. Introduces the Leadership Brief as a technique for applying this approach.

SURVEY REPORTS

Brown, P. (1986). National leadership programs resource guide. Burlington, VT: University of Vermont, The Leadership Task Force of Commission IV.

This resource guide is divided into three sections. The information was gathered from a resource survey mailed to over 450 institutions, including community colleges, colleges and universities. The first section provides a composite of programs offered at various institutions. The second section provides a contact person for each institution listed. The last section is an annotated listing of pertinent resources.

Heasley, D. K. (Ed.) (1986). Directory of state-wide rural and agricultural leadership programs. University Park, PA: Pennsylvania State University Press.

Describes current and earlier leadership programs jointly sponsored by the W. K. Kellogg Foundation and Cooperative Extension Service agencies. Also includes descriptions of twelve related programs not sponsored by the Kellogg Foundation.

Jones, J. D. (1979). Alternative methods of assisting students in developing leadership skills. NASPA Journal, 17(2), 49-57.

Reports results of a national survey on methods used to develop leadership skills.

Kaye, B. L., & Scheele, A. M. (1975). Leadership training. New Directions for Higher Education, 3(3), 79-93.

A survey of 60 programs to prepare women for leadership in business and education identifies two distinct types of skills training (lifebuilding skills, and technical and managerial skills) and offers ideas to institutions planning leadership programs. Six model programs are described and 24 are listed in the bibliography.

Northeast Regional Center for Rural Development. (Date?). Community leadership development: Implications for extension. University Park, PA: The Northeast Regional Center for Rural Development.

The major objectives of this publication are to share the information gained from the survey on CES staff involved with community leadership (CL) efforts, to summarize recent national efforts that can be useful in developing and conducting CL programs, to summarize current leadership theory and literature, and to provide a directory of current leadership programs.

Pence, E., & Reed, N. (1983, June 21). State-of-the-art in management development in the United States. Ft. Belvoir, VA: Defense Systems Management College. Report. (NTIS order no. AD A130 583).

The purpose of this report is to assess the state-of-the-art in contemporary American Executive Development and Training and to highlight areas for application in the Department of Defense.

Radin, B. A. (1980). Leadership training for women in state and local government. *Public Personnel Management*, *9*, 52-60.

Fifty-five women in public administration responded to a survey and/or interviews to identify skills that would help their upward mobility and job effectiveness, detail on-the-job problems, describe training opportunities available to them, and describe the ideal training/development program.

Rich, P. & Garino, A. (1979). *Programs for training citizen leaders: A national survey*. St. Louis, MO: League of Women Voters--Citizens Information Resource Center.

Various types of citizen training programs were surveyed by the staff of the St. Louis Leadership Program to determine the characteristics of a successful program. Findings covered purpose and philosophy, clients, program content, training techniques, funding, and evaluation.

Spitzberg, I. J., Jr. (1986). *Introduction to campus programs on leadership*. Washington, D.C.: Council for Liberal Learning of the Association of American Colleges, Luce Leadership Series.

An examination of six campus-based leadership programs exemplifying diversity of approaches found around the country. Highlights the opportunities and the problems for those interested in starting leadership activities. Three categories of leadership programs are identified: Cocurricular leadership development program, academic course(s) (drawing mainly on social psychological and management studies), and the liberal arts academic course (humanities and social-science base).

FILMS AND VIDEOS FOR LEADERSHIP EDUCATION

INTRODUCTION

The films and videos in the following pages represent a variety of disciplines, subject categories, stylistic treatments and historical periods. There are feature films, documentaries and docu-dramas, training films, and specialty films. Some discuss leadership from a behavioral science perspective, others, especially the feature films, don't talk directly about leadership, but instead "show" it. The common thread among this variety is that for each film, someone found it appropriate as a leadership teaching or training tool.

A few of the films in this list are part of the Center for Creative Leadership collection and have been used in our programs. Others were identified by Frank Freeman and Tom Cronin when preparing a presentation for a previous Leadership Education Conference (LEC). Many were recommended by LEC participants and by respondents to the recent Center survey of leadership courses and programs in higher education.

Videos and films have a variety of uses in a classroom or training environment. Feature films (or selected segments if time is a problem) are often effective because of their visual quality and strong emotional impact--Das Boot and A Man for All Seasons, for example, present leadership dilemmas with a great deal of force. Video recordings of televised candidate debates can add a contemporary punch to studies of political leadership. Training films like Meetings, Bloody Meetings and The Abilene Paradox can vitalize presentations on group process and problem solving issues.

This is a relatively short list. We are sure that there are many other films that are appropriate for some aspect of leadership education. We would welcome your recommendations for films or videos to include in the next edition of the Source Book.

Note that each film has a distributor code listed. The full name and address of each distributor mentioned may be found in this film distributor list. The final part of this section is a list of resources useful in identifying, locating and acquiring films and videos.

CONTENTS

Annotated List of Films and Videos 395

Distributor List 405

Reference Sources 407

357

The Abilene Paradox (1985)
(Runtime: 27m Format: 16mm/VT Distributor: CRM)
This film deals with the management of agreement in organizations. The theme is that mismanaged agreement is as dangerous to organizational effectiveness as excessive conflict because it can lead the organization toward inappropriate goals.

An Act of Congress (1979)
(Runtime: 52m Format: 16mm/VT Distributor: LCA)
Traces the progress of a bill--the Clean Air Act of 1977--through committee, the House, and finally to enactment. Contrasts the leadership styles of Rep. Paul Rogers, supporter of strong clean air standards, and Rep. John Dingle, opponent of a strong bill. -- Catalog description.
Recommended or Used By: Tom Cronin

Billy Budd (1962)
(Runtime: 125m Format: 16mm Distributor: MGM/UA)
In 1797 the sadistic master at arms of a British warship terrorizes the crew and is killed by young Billy Budd, who must hang for his unpremeditated crime. Handsomely photographed but obtusely scripted and variously acted attempt at the impossible, an allegory of good and evil more suited to opera or the printed page: a defiantly uncommercial enterprise. -- Review description.

Bolero (1972)
(Runtime: 28m Format: 16mm/VT Distributor: PYRAMID)
Lighting and creative camera work as dramatic as Ravel's music. Brief comments from soloists, concertmaster, and conductor Zubin Mehta give insight into the subtle touches that make a truly great performance (by Los Angeles Philharmonic). -- Catalog description.
Recommended or Used By: William Rosenbach, David Chrislip, CCL

Breaker Morant (1979)
(Runtime: 107m Format: 16mm Distributor: FILMS INC)
Based on a true story, the film takes place when England was waging the Boer war in Africa. England court-martialed three Australian volunteer soldiers for murdering Boer prisoners, denying that the Aussies were acting under British orders. -- Catalog description.
Recommended or Used By: Bruce Payne

The Bridge on the River Kwai (1957)
(Runtime: 161m Format: 16mm Distributor: FILMS INC)
In a steamy jungle POW camp, British prisoner Alec Guinness refuses to build a bridge for the enemy unless his officers supervise the work. The camp commander shrewdly relents; Guinness gets his way, but the enemy gets the bridge. -- Catalog description.

The Caine Mutiny (1954)
(Runtime: 125m Format: 16mm Distributor: FILMS INC)
An all-star cast enacts the electric drama of rebellion against unreasonable authority on the combat vessel "Caine" in the Pacific during World War II. Humphrey Bogart stars as the paranoid captain in this brilliant film based on Herman Wouk's Pulitzer Prize-winning novel and the critically acclaimed play. -- Catalog description.

The Candidate (1972)
(Runtime: 110m Format: 16mm Distributor: FILMS INC)
Robert Redford performs as an idealistic lawyer whose ideals are steadily eroded when he runs for the U.S. Senate. Jeremy Larner, a speech writer for Senator Eugene McCarthy during his presidential campaign, wrote the powerful Academy Award-winning screenplay. -- Catalog description

The Challenge of Leadership (1961)
(Runtime: 16m Format: VT Distributor: BNA)
Explains how to identify and analyze qualities of effective leadership. -- Catalog description.

Churchill: Voice of a Lion (1978)
(Runtime: 24m Format: 16mm Distributor: LCA)
Presents the political life of Winston Churchill, with emphasis on the era of World War II. Identifies his traits and techniques of leadership and presents excerpts of many of his speeches showing his bulldog temperament and his use of words as a powerful tool. Records his meetings with Roosevelt and Stalin. Commentary by news correspondent Drew Middleton. Leaders of the 20th Century: Portraits of Power series. -- Catalog description.

Citizen Kane (1941)
(Runtime: 119m Format: 16mm Distributor: FILMS INC)
Considered by many to be a perfect film, if not the best American film of all time, Citizen Kane is truly a cinematic masterpiece. The emotion-paced story of Charles Foster Kane, (based on the life of William Randolph Hearst), is told with evershifting perspective. Directing his own vital performance as well as members of the famous Mercury Players, Welles created an enduring classic for future generations. -- Catalog description.

Command Decision (1949)
(Runtime: 111m Format: 16mm Distributor: MGM/UA)
War among the back-room boys; a general, his staff and his peers debate the aerial bombardment of Germany. Plainly reproduced version of a determinedly serious play, with a remarkable cast. -- Catalog description.

Das Boot [The Boat] (1982)
(Runtime: 150m Format: VT Distributor: RCA COLUMBIA)
A World War II drama, without the Hollywood trappings, about a German submarine crew. Reveals various faces of leadership and crew response in the midst of incredible tension and a literal fight for survival.

A Day Without Sunshine (1975)
(Runtime: 89m Format: VT Distributor: PBS VIDEO)
A documentary, narrated by James Earl Jones, on the Florida citrus industry and the plight of farm workers: low wages, malnutrition, disease, and poor living conditions. -- Catalog description.
Recommended or Used By: Bruce Payne

Do You Believe in Miracles? (1980)
(Runtime: 24m Format: 16mm/VT Distributor: ABC)
Most of this film is footage of the incredible and emotional victory of the U. S. Olympic Hockey team, with play-by-play descriptions. Includes reflection by coach and players on the role of leadership, team effort and determination. -- Catalog description.
Recommended or Used By: David Chrislip

Dreaming (1982)
(Runtime: 12m Format: VT Distributor: PRODUCERS INT)
Looks at the value of individuality within a corporate environment examining the risks and excitement of being yourself, of being more spontaneous. Suggests that we all have hidden potential waiting to be tapped. -- Catalog description.

Enterprise
(Runtime: 30m Format: 16mm/VT Distributor: LCA)
A series of 25 programs originally aired on PBS. Hosted by Eric Sevareid, this series explores the experiences of a variety of companies and their top executives as they face the risks and rewards of American business. -- Catalog description. "These case studies combine high production value, lively story telling, and excellent profiles of a variety of business problems." -- Training Magazine.

The Entrepreneurs: An American Adventure (1986)
(Runtime: 60m Format: VT Distributor: PBS VIDEO)
Features inventors, tough-minded tycoons, and other wizards of free enterprise in this series of six one-hour programs. The series, narrated by Robert Mitchum, contains archival photos, illustrations and historic film footage of the prototypes of products upon which industrial empires have been built.

Five Presidents on the Presidency (1973)
(Runtime: 24m Format: 16mm Distributor: BFA)
Several topics are examined in excerpts from the filmed speeches of five presidents: presidential power, congressional relations, press relations, foreign policy, the president as politician, and the office in retrospect. -- Catalog description.
Recommended or Used By: Tom Cronin

Focus on Decisions (197?)
(Runtime: 25m Format: 16mm Distributor: BNA)
A case study of an aircraft company facing some big decisions on expansion -- Catalog description. "Examines situational decision issues." -- R. Taylor
Recommended or Used By: Robert Taylor

Focus on Organization (197?)
(Runtime: 31m   Format: 16mm   Distributor: BNA)

A case study film that follows a woman manager through a year of confronting various organizational and operational problems in a commercial organization. -- Catalog description. "Shows results of no leadership. Good issue of women in leadership role." -- R. Taylor
Recommended or Used By: Robert Taylor

Focus on Results (197?)
(Runtime: 20m   Format: 16mm   Distributor: BNA)

A case study that looks at the planning and control problems facing a large multi-national company. -- Catalog description. "Situational decision issues. All of the Focus series are British; some students find them hard to understand." -- R. Taylor

Gallipoli (1981)
(Runtime: 111m   Format: 16mm   Distributor: FILMS INC)

The story of the ill-fated assault by Australian troops on the Turkish-held heights. "Gallipoli is a place now mentioned in history books for the disaster that made Lord of the Admiralty Winston Churchill resign in disgrace." -- Catalog description.
Recommended or Used By: Bruce Payne

Groupthink (1973)
(Runtime: 22m   Format: 16mm/VT   Distributor: CRM)

Analyses, discusses, and illustrates the eight specific traits of group behavior isolated by Irving Janus. Graphically illustrates group pressure toward premature consensus. -- Catalog description.

Harvest of Shame (1960)
(Runtime: 53m   Format: 16mm/VT   Distributor: MCGRAW)

Depicts the problems of the migrant farm worker. Analyzes factors contributing to the situation, and offers ways the conditions might be alleviated. -- Catalog description.
Recommended or Used By: Bruce Payne

The Inside Track (1986)
(Runtime: 17m   Format: 16mm/VT   Distributor: CALLEY CURTIS)

Based upon a compilation of current writings and research, presents some of the common ways we hurt or help our own chances for happiness and success. Hosted by Meredith Baxter Birney and David Birney, the film walks viewers through common self-sabotaging habits, traits, and attitudes that limit our getting what we want out of life.

Joshua in a Box (1969)
(Runtime: 6m   Format: 16mm   Distributor: BOSUSTOW)

Animated parable about freedom and control--and much else. A person imprisoned in a box eventually escapes--then becomes a box himself to control another creature. -- Catalog description.
Recommended or Used By: Frank Freeman

Films and Videos for Leadership Education

Justice Black and the Bill of Rights (1969)
(Runtime: 32m Format: 16mm Distributor: BFA)

Presents an interview with Associate Justice Hugo M. Black, often called the court's philosopher. -- Catalog description.

Le Grande Illusion (1937)
(Runtime: 111m Format: 16mm Distributor: ENCYCLO BRIT)

A French anti-war film that is also an inspiring evocation of camaraderie and courage in the face of adversity. -- Catalog description.
Recommended or Used By: Bruce Payne

Leaders of the 20th Century: Portraits in Power (1980)
(Runtime: 24m Format: 16mm/VT Distributor: LCA)

A series of 26 films. Uses documentary footage to examine the use and misuse of power by a number of political figures of this century. The programs are available individually and include portraits of Churchill, deGaulle, Adenauer, Kennedy, Franco, Roosevelt, Stalin, Gandhi, Hitler, Mao, and others.

The Leadership Edge
(Runtime: 18m Format: VT Distributor: LANSFORD)

This video goes "behind the scenes" with seven high-performing managers, showing their individual leadership styles and ways of working with their group. The content of the video is its strong point--the scenes of managers in action contribute to its realism. However the direction and production are not high caliber. It has abrupt transitions, and the voice-over narrations are too dramatic in tone -- CCL Staff.

Leadership: Style or Circumstance (1974)
(Runtime: 28m Format: 16mm/VT Distributor: CRM)

The relationship-oriented leader and the task-oriented leader are shown in action and their methods and results compared. Includes live footage and animation. Based on the work of Fred Fiedler. -- Catalog description.

Looking at Leadership
(Runtime: 175m Format: VT Distributor: NABW-EF)

A five-part series from the National Association of Bank Women. Each part includes a 35-minute videocassette focusing on a specific area of leadership, participant workbooks, and a leader's guide. Contains many interviews of women in executive leadership roles. -- Catalog description. "Primarily aimed at leaders within the volunteer setting, but appropriate for anyone desiring to increase his/her leadership skills." -- Anne Bryant.
Recommended or Used By: Anne Bryant

Machiavelli on Political Power (1972)
(Runtime: 28m Format: 16mm/VT Distributor: BARR)

A film that causes managers to analyze their own leadership style and assess its effects on their company's most valuable resource--its people. The film presents a debate between Niccolo Machiavelli, author of "The Prince," and three other men representing more humanistic views of politics and human nature. -- Catalog description.

A Man for all Seasons (1966)
(Runtime: 120m Format: 16mm/VT Distributor: RCA COLUMBIA)

A biographical drama concerning sixteenth century Chancellor of England, Sir Thomas More, and his personal conflict with King Henry VIII. More chose to die rather than compromise his religious beliefs. An exquisitely rich portrayal that received several academy awards.

Martin Luther King, Jr.: From Montgomery to Memphis (1969)
(Runtime: 26m Format: 16mm/VT Distributor: BFA)

Surveys the career of Dr. Martin Luther King, Jr., and the anti-violent Civil Rights Movement under his leadership--from the 1955-56 bus boycott in Montgomery to his assassination in Memphis.
Recommended or Used By: Tom Cronin

Meetings, Bloody Meetings (1976)
(Runtime: 30m Format: 16mm Distributor: VIDEO ARTS)

Focuses on meetings that take too much of a manager's time and accomplish too little. Demonstrates techniques for organizing meetings that are shorter and more productive. -- Catalog description.
Recommended or Used By: CCL Staff

Migrant (1970)
(Runtime: 53m Format: 16mm Distributor: NBC)

This documentary of the plight of the migrant farm worker concentrates on conditions in Florida. Includes interviews with landlords, corporate growers and workers. -- Catalog description.
Recommended or Used By: Bruce Payne

The Missiles of October (1975)
(Runtime: 155m Format: 16mm/VT Distributor: LCA)

A dramatic reenactment of the Cuban missile crisis of October 16, 1962. Follows the tensions and decisions faced by President Kennedy during the twelve-day period when the United States and the Soviet Union confronted each other with nuclear destruction.
-- Catalog description.

More Bloody Meetings (1986)
(Runtime: 27m Format: 16mm/VT Distributor: VIDEO ARTS)

This is a companion film to Meetings, Bloody Meetings. Where the original film concentrated on the mechanics of meetings, this new film focuses on the human factor, including controlling aggression, keeping the group focused on the objective, and preventing dominant group members from overpowering the rest of the group.

New Leadership Styles: Toward Human and Economic Development (1978)
(Runtime: 26m Format: 16mm/VT Distributor: DOC ASSOC)

Michael Maccoby introduces two corporate heads who illustrate his idea of humanistic approaches to management. One of the companies is production oriented while the other is a service company. -- Catalog description. "The president who was interviewed was very articulate in describing the humanistic organization. Both seemed realistic about the limits of participative management." -- CCL Staff
Recommended or Used By: CCL Staff

A New Look at Motivation (1980)
(Runtime: 32m Format: 16mm/VT Distributor: CRM)
An examination by David McClelland of affiliation, power and achievement needs and their relationship to leadership and the social environment of the organization. -- Catalog description.

Nixon: Checkers to Watergate (1978)
(Runtime: 20m Format: 16mm/VT Distributor: PYRAMID)
From the heights of success to the depths of impending impeachment, this powerful visual survey highlights the triumphs and tragedies of Richard Nixon's life and career. -- Catalog description.

Norma Rae (1979)
(Runtime: 115m Format: 16mm/VT Distributor: FILMS INC)
Portrays the life of a textile worker whose life is changed by the arrival of a union organizer. Norma eventually joins his cause and begins to exert strong leadership in her plant. -- Catalog description.

Patton (1970)
(Runtime: 169m Format: 16mm Distributor: FILMS INC)
A panoramic portrait of General Patton, the brilliant, unstable, and anachronistic World War II tactician. -- Catalog description.

The Peter Hill Puzzle (1975)
(Runtime: 32m Format: 16mm/VT Distributor: NEM)
A dramatization about a new corporate executive who attempts to overcome his predecessor's problems. -- Catalog description. "Excellent portrayal of leadership style and situational variables." -- R. Taylor.
Recommended or Used By: Robert Taylor

Power (1986)
(Runtime: 111m Format: VT Distributor: KARL/LORIMAR)
A feature film with Gene Hackman and Richard Gere. Portrays the packaging of political candidates by media brokers. Characterization is sketchy, but the topic is compelling. -- Review comments.

The Problem (1965)
(Runtime: 12m Format: 16mm Distributor: MACM)
A Czech animated puppet film about decision avoidance in bureaucracies. Questions the nature of responsibility and our reaction to it. -- Catalog description.

Productivity and the Self-Fulfilling Prophecy (1974)
(Runtime: 30m Format: 16mm/VT Distributor: CRM)
From a bank failure to the achievement level of a child in school, circumstances are altered by expectation. Dr. Robert Rosenthal presents results of some of his 300 studies on the power of expectation in influencing human performance. -- Catalog description. "Good film--takes one concept and explores it well. Combines theory, philosophy, research and examples. Clear stimulating presentation" -- CCL Staff
Recommended or Used By: CCL Staff

Red River (1948)
(Runtime: 133m   Format: 16mm/VT   Distributor: MGM/UA)

John Wayne fights with all his strength to carve a ranch out of worthless land. At the same time, he brings up an orphan whom he adopts. Years later, with the ranch seemingly tamed, Wayne is forced to drive his cattle an impossible distance. Hawks cinematically achieves a rhythm, scope and grandeur that many Westerns aim at, but few realize. -- Catalog description.

The Seduction of Joe Tynan (1979)
(Runtime: 104m   Format: VT   Distributor: MCA HOME)

Alan Alda portrays a liberal New York senator pursuing his political career while grappling with domestic problems. The script is literate, and the individual performances of Alda, Meryl Streep and Barbara Harris are good, but the film is skimpy on drama. -- Review comments.

Situational Leadership (1977)
(Runtime: 16m   Format: 16mm/VT   Distributor: UNIV ASSOC)

Paul Hersey explains his situational leadership theory for assessing group maturity and then selecting a leadership style. -- Catalog description. "A clear but unimaginative presentation of the situational leadership model" -- CCL Staff.

Styles of Leadership (1980)
(Runtime: 26m   Format: VT   Distributor: ROUNDTABLE)

Takes a common business problem regarding a new contract and shows how it might be handled by four different types of leaders. Presents the major characteristics of each leadership style -- autocratic, democratic, manipulative, consultative - and their effects on subordinates are compared and contrasted. Demonstrates and encourages the flexibility in leadership necessary to help people perform at their best. -- Catalog description.

Theory X and Theory Y: The Work of Douglas McGregor (1969)
(Runtime: 49m   Format: 16mm   Distributor: BNA)

A two-part series. Part 1, Description of the Theory, uses interviews and a brief vignette to compare the two styles of managing. Part 2, Application of the Theory, relates examples of Theory Y principles when applied to several management problems. -- Catalog description. "McGregor's ideas are well presented without a lot of hype, but the film gets low marks for creativity." -- CCL Staff.

Triumph of the Will: The Arrival of Hitler (1974)
(Runtime: 13m   Format: 16mm   Distributor: MACM)

Hitler's airplane soars through massive cloud formations en route to a party rally in Nuremburg. Cheering masses greet him at the airport and line the streets of Nuremburg as he rides past. The extract uses no voice-over commentary but appeals to the viewer's emotions through powerful Wagnerian musical score and images that carry symbolic weight. -- Catalog description.

Twelve O'Clock High (1949)
(Runtime: 132m Format: 16mm/VT Distributor: FILMS INC)
A psychological drama that deals with the problems of an Air Force commander who must rebuild a bomber group whose shattered morale threatens the effectiveness of daylight bombing raids. -- Catalog description.

Up the Organization (1973)
(Runtime: 24m Format: VT/16mm Distributor: TIME LIFE)
Robert Townsend, who wrote the book, "Up The Organization," that outraged the business world, appears here to give his very personal views on such topics as the chief executive, personnel department, management consultants, computers, the public relations department and "Getting In and On." -- Catalog description.

The Verdict (1982)
(Runtime: 129m Format: 16mm Distributor: MGM/UA)
An explosive lawsuit presents an aging, small-time lawyer with a chance to redeem his once-promising career. -- Catalog description.
Recommended or Used By: Bruce Payne

A Yen for Harmony (1977)
(Runtime: 26m Format: 16mm/VT Distributor: DOC ASSOC)
Investigates Japanese management methods that affect productivity in organizations, including participatory management, consensus decision making, and lifetime employment. The transplantation of these methods to Western society is also examined. -- Catalog description.

You (1980)
(Runtime: 4m Format: 16mm/VT Distributor: CALLEY CURTIS)
Combining the thought-provoking narration of William Schallert with a series of fascinating and humorous scenes of a baby exploring a roomful of "treasure," the film encourages viewers to recapture the good qualities they had as children and put them to use today. -- Catalog description
Recommended or Used By: CCL Staff

FILM AND VIDEO DISTRIBUTORS

ABC
ABC VIDEO ENTERPRISES
1330 Avenue of the Americas
New York, NY 10019
Phone: (212) 887-5722

BARR
Barr Films
3490 E. Foothill Blvd.
P.O. Box 5667
Pasadena, CA 91107
Phone: (213) 681-2165

BFA
BFA Educational Media
468 Park Avenue South
New York, NY 10016
Phone: (800) 221-1274

BNA
BNA Communications, Inc.
9439 Key West Avenue
Rockville, MD 20850
Phone: (301) 948-0540

BOSUSTOW
Steven Bosustow Productions
1649 11th Street
Santa Monica, CA 90404
Phone: (213) 450 5845

CALLY CURTIS
Cally Curtis
1111 North Las Palmas Avenue
Hollywood, CA 90038
Phone: (213) 467-1101

CRM
CRM/McGraw-Hill Films
674 Via de la Valle
P. O. Box 641
Del Mar, CA 92014
Phone: (619) 453-5000

DOC ASSOC
Document Associates/Cinema Guild
1697 Broadway
Suite 802
New York, NY 10019
Phone: (212) 246-5522

ENCYCLO BRIT
Encyclopedia Britannica Educational
425 North Michigan Avenue
Chicago, IL 60611
Phone: (312) 321-6800

FILMS INC
Films Incorporated
Film & Tape Division
5547 North Ravenswood Avenue
Chicago, IL 60640
Phone: (800) 878-2600

KARL/LORIMAR
Karl/Lorimar Video
17942 Cowan Avenue
Irvine, CA 92714
Phone: (714) 474-0355

LANSFORD
Lansford Communications
131 Heath Street
Santa Cruz, CA 95060
Phone: (408) 458-0108

LCA
Learning Corporation of America
108 Wilmot Road
Deerfield, IL 60015
Phone: (312) 940-1260

MACM
Macmillan Library Services
866 Third Avenue
New York, NY 10022
Phone: (914) 664-5051

MCA HOME
MCA Home Video
70 Universal City Plaza
Universal City, CA 91608
Phone: (818) 777-4300

MCGRAW
McGraw-Hill Training & Development
1221 Avenue of the Americas
New York, NY 10020
Phone: (212) 997-6572

MGM/UA
MGM/United Artists
1350 Avenue of the Americas
New York, NY 10019
Phone: (212) 408-0600

NABW-EF
National Assoc. of Bank Women
Educational Foundation
500 North Michigan Avenue
Chicago, IL 60611
Phone: (312) 661-1700

NBC
National Broadcasting Company
30 Rockefeller Plaza
New York, NY 10020

NEM
National Educational Media
21601 Devonshire Street
Chatsworth, CA 91311
Phone: (818) 709-6009

PBS VIDEO
PBS Video
1320 Braddock Place
Alexandria, VA 22314
Phone: (800) 344-3337

PRODUCERS INT
Producers International Corporation
3921 North Meridian Street
Indianapolis, IN 46208
Phone: (317) 924-5163

PYRAMID
Pyramid Film & Video
Box 1048
Santa Monica, CA 90406
Phone: (800) 421-2304

RCA COLUMBIA
RCA Columbia Pictures Video
2901 W. Alameda Avenue
Burbank, CA 91505
Phone: (818) 954-4590

ROUNDTABLE
Roundtable Films, Inc.
113 North San Vicente Blvd.
Beverly Hills, CA 90211
Phone: (800) 332-4444

TIME LIFE
Time-Life Video
1271 Avenue of the Americas
New York, NY 10020
Phone: (212) 484-5940

UNIV ASSOC
University Associates
8517 Production Avenue
San Diego, CA 92121
Phone: (619) 578-5900

VIDEO ARTS
Video Arts Inc.
Northbrook Technical Center
4088 Commercial Avenue
Northbrook, IL 60062
Phone: (800) 553-0091

REFERENCE SOURCES FOR FILMS AND VIDEOS

Reference Books & Catalogs

Educational Film Locator (1986)
R. R. Bowker Co.
1180 Avenue of the Americas
New York, NY 10036
Phone: (800) 521-8110

This is a compilation of film/video titles held by more than fifty major university film centers. Each film listed is briefly annotated and includes codes for the universities owning the film. Most university libraries and film centers will have this book on hand.

Feature Films Available for Rental, Sale and Lease (1985)
James L. Limbacher, editor
R. R. Bowker Co.
1180 Avenue of the Americas
New York, NY 10036
Phone: (800) 521-8110

A reference book containing a list of film companies and distributors for over 20,000 feature films and video cassettes in the United States and Canada.

Halliwell's Film and Video Guide (1986)
Leslie Halliwell
Charles Scribner
115 Fifth Avenue
New York, NY 10003
Phone: (212) 614-1300

Halliwell provides his own brief reviews on more that 10,000 feature films and videos. Though brief, these reviews provide a realistic perspective to the film producers puffery.

Index to 16mm Educational Films (1983)
National Information Center for Educational Media
University Park
Los Angeles, CA 90007
Phone (213) 741-6681

This is only one of NICEM's publications. They acquire and annotate information on nonprint media covering all levels of education and instruction, including college, professional, and adult education. Much of this information, in a more up-to-date form, is available for computer searching through an on-line computer file.

Media Profiles: Career Development Edition (yearly subscription)
Olympic Media Information
70 Hudson Street
Hoboken, NJ 07030
Phone: (201) 963-1600

This subscription service consists of original reviews of films, videos, slide sets, and media-based training courses. The primary audience is training directors in corporate and public organizations, but some of the films reviewed are appropriate for more generic leadership education. Each review gives a thorough description of the media product, audience level, a graded evaluation, price, and film source.

Thompson-Mitchell and Associates (catalog)
3384 Peachtree Road
Atlanta, GA 30326
Phone: (404) 233-5435

This organization is a one-source distributor for a large number of training-film producers. Handles both sales and rental.

Video Source Book (1986)
National Video Clearinghouse
100 Lafayette Drive
Syosset, NY 11791
Phone: (516) 364-3686

Lists over 50,000 video program titles representing the combined offerings of 900 video sources.

Other Resources

University Film/Video Collections. Many colleges and universities have their own collection. They often have catalogs of other universities' collections as well. University film centers seem to be quite interested in loaning their films to organizations outside their geographic area.

Public Library Film Collections. Many of the medium to large public libraries have surprisingly good collections.

Video Rental Stores. This is a good source to get feature films to preview for possible course or classroom use.

COLLECTIBLES

This section of the Source Book contains items and articles that go beyond the usual content of instructional plans. They suggest ways of articulating various parts of courses and programs and thinking about new and provocative ideas in leadership studies.

These materials have been submitted by your colleagues and are the result of their experiences and scholarly work. You can profit from their suggestions, observations, and advice as you formulate, implement, or restructure your own courses and programs.

You may have developed something extraordinary that should be shared. The Center for Creative Leadership has an interest in disseminating materials that can be useful to everyone in the field of leadership education and study. We welcome hearing from you so that we can assist in strengthening communication among those who are engaged in furthering studies in leadership.

COLLECTIBLES
CONTENTS

Interesting materials related to Leadership Studies Alphabetized by Last Name of Contributor.

CONTRIBUTOR	INSTITUTION	LOCATION
Barbour, Jack	Fort Hays State Univ.	Hays, KS
Advice on how to set up a successful internship program for students.		
Gregory, Robert A.	U.S. Air Force Academy	Colorado Springs, CO
Suggestions for making courses and programs in leadership development more effective.		
Isaksen, Scott, G.	SUNY, Buffalo	Buffalo, NY
Springboards to conduct planning and thinking sessions.		
Levenson, Russell, Jr.	Birmingham Southern	Birmingham, AL
Tips for interns and their supervisors to assure greater success.		
Mabey, Cheryl	Mt. St. Mary's College	Los Angeles, CA
An inventory of components to be considered when developing a leadership program.		
Michael, John A.	U.S. Dept. of Agriculture	Washington, DC
A description of a study to learn more about and evaluate leadership development in Extension.		
Ritter, Debora A./ Brown, Martha L.	Univ. of South Carolina Creighton Univ.	Columbia, SC Omaha, NE
Describes the steps involved in creating and/or refining a leadership program.		
Shapiro, George	Univ. of Minnesota	Minneapolis, MN
A preliminary outline of a study of ethical leadership.		
Terry, Robert	Univ. of Minnesota Hubert H. Humphrey Inst.	Minneapolis, MN
A review of six theories of leadership and a preview of a soon to be published volume Leadership-A Seventh View.		
Tucker, Keith	Incarnate Word College	San Antonio, TX
A description of how to use mentors in a course.		

Fort Hays State University - Hays, KS Jack Barbour

INTERNSHIPS

An internship program is a unique teaching device quite unlike that found in the traditional classroom setting. Classroom instruction is conducted within a stable or closed environment; an internship, on the other hand, is conducted in a more open or unstable setting. To some degree the student, therefore, is forced to develop leadership skills, self-confidence and gain valuable professional experience which cannot be obtained in the classroom. In such an environment, an intern soon finds out that an answer to every question which arises may not exist. Although any academic major can benefit from an internship, some care must be taken to prepare the student adequately for this new learning situation. The transition from classroom to office can be difficult and may diminish the positive nature of the internship program.

The development of a successful internship program requires some preliminary groundwork. The first step is discovering which organizations are receptive to the internship program. Organizations volunteering to participate must be screened along with the individuals who will be supervising the intern. Although different organizations provide different job experiences, the instructor must be careful to insure the intern does not become a "gofer" but has the opportunity to become involved in the managerial process. Many problems may be resolved early through a careful discussion of the expectations held about the internship by both sides. The resolution of conflicting expectations at the onset may prevent serious difficulties from arising in the future.

Unless the instructor has close contact with prospective interns, the student will generally initiate the internship process. If self-selection by the student is the principal method of recruitment, the instructor needs to establish some criterion for screening prospective students. Screening of students may be achieved by requiring letters of recommendation from other instructors, or requiring students to complete some preliminary course work. Some background in public administration or management should be required before the student is accepted into the internship program as this will allow the instructor to judge the student's academic ability and seriousness. (Remember, the student-intern is a representative of the quality of your program.) Once accepted into the program, the instructor must be careful in matching the student's interest with a relevant position. A useful tool to establish a good match is to have the student meet with the prospective supervisor. This allows both parties to change their minds before the internship is started. It also allows for the groundrules to be established and any confusion regarding the program to be resolved.

If academic credit is to be given for the internship, academic integrity becomes an important part of the program. Academic integrity may be maintained in a number of ways. One method is the use of a daily journal. The intern is instructed to maintain a journal of his/her daily activities which is then reviewed by the instructor every two weeks. The journal provides timely information for the instructor and enables the instructor to determine if any problems are developing. The journal should consist of a log of activities and recordings of perceptions and feelings about the activities undertaken by the intern. Included should be a discussion focusing on one or two major events or projects in which the intern participated and a detailed analysis of these events. A listing of major new events and questions which may arise and a discussion of the relationship of the internship experience to previous classroom work should also be included. Finally, the journal should provide some helpful hints for future interns and the instructor.

Such a journal helps to demonstrate conceptual and analytical growth of the student through the development of generalizations based upon his/her observations. Upon the conclusion of the internship program, a paper, which is the natural extension of the journal, should be required. The final paper is used to help the student summarize the knowledge and skills gained and provide an opportunity for the student to build and reflect back on the many experiences. The final grade can be determined by the instructor in consultation with the intern's supervisor.

A successful internship program can provide a positive learning experience. Critical thinking, analytical abilities and communication skills are refined. Upon graduation, the student may find the organization offering him/her a job based upon work completed as an intern. The hiring of interns may also open a new area in which future student-interns may be placed.

U. S. Air Force Academy - Colorado Springs, CO Robert A. Gregory

OBSERVATIONS REGARDING EXEMPLARY LEADERSHIP EDUCATION PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION

A recent study* of all degree granting institutions of higher education in the United States revealed some 500 leadership education or development programs and courses. These courses and programs vary greatly. The disciplines involved are diverse; many are interdisciplinary; many offer credit. The level of involvement among institutions differs tremendously. In some, leadership education is addressed only in a section of an academic course; in others, the entire course is dedicated to leadership. Occasionally we found an academic major or area of concentration in an undergraduate liberal arts curriculum or a graduate program. Some schools have extensive co-curricular leadership programs in which academic courses and co-curricular activities are coordinated and complementary. Numerous comprehensive student life programs are dedicated to leadership development. Many courses and programs have existed for several years; a large number are new on the scene.

In conducting the referenced study, we sought to assess the state of leadership education in institutions of higher education by documenting what is being done under the general rubric of "leadership education/instruction/training." Also, we endeavored to synthesize these practices. A list of observations emerged that characterized the courses and programs that appeared to be effective. This paper enumerates that list of observations.

The research strategy was multi-faceted; included were interviews (telephone and face-to-face), campus visits to observe programs and interview professors and administrators, and an extensive survey/questionnaire. Through interviews and personal contacts, individuals were identified who had been conducting some form(s) of leadership education or training in institutions of higher education for some time with apparent success. Many of those individuals were contacted by phone. Additionally, 20 campus visits were conducted to learn the breadth and character of the programs and courses offered.

The schools visited and the people interviewed were chosen to represent a broad spectrum of both institutions and programs. The sample included small liberal arts colleges, large public universities, private schools and military academies, graduate and undergraduate programs and courses, student affairs, academic and comprehensive (mixed) programs, new programs and more established programs and courses.

Additional invaluable data came from the reams of material provided by program and course administrators; hundreds responded to our request for course descriptions, syllabi, handouts and other materials describing what they were "about" in their leadership development efforts.

A large number of courses and programs are exemplary. These courses and programs appear to be well designed--often based upon several years of experience. A number of indicators suggest effectiveness. Some programs pervaded the entire campus (and even the community); some were well-endowed;

---

*A detailed report from which this paper was extracted is available from The Center for Creative Leadership.

some were highly selective. This extensive data-gathering effort yielded certain observations characterizing the more noteworthy leadership development programs and courses in higher education.

Characteristics While based on extensive data, a caveat might be in order regarding the following observations. They come from "expert testimony"; from the research literature on leadership development; and from data gathered from surveys, visits and observations. Just as Spitzberg (1986) said about his conclusions (or "lessons") from a similar though more limited study, we say our findings are suggestive and neither conclusive nor exhaustive. This set of general observations indicate broad areas that seem to be related to success in the programs and courses that were reviewed. Few of these characteristics should be noted individually as devices for universal use in courses, and even the use of all of them will not insure that a program will be effective.

Proper selection of participants is critical to program success. Participants must be selected with consideration given to relevant characteristics *vis a vis* program goals. Any program in which participants have neither the ability nor motivation to comprehend and use the subject matter is certain to be ineffective. Of the subsequent observations generated from the study it can be said that many are prerequisite to others or are inextricably intermingled (it is impossible to isolate the impact of one without dealing with others), but, proper selection of participants is the most basic consideration for course or program planners.

Good programs should have a sound philosophical basis. They should be founded on the basis of some methodologically adequate research, regardless of discipline. Program elements should be grounded in some theoretical foundations and well-developed concepts that "make sense". The diverse orientation of courses and programs prevents detailed discussion in this area, but without a sound basis to the program, instructors will flounder, and the program will confuse the participants.

The effectiveness of a program depends upon its goals. The goals of any program should be clearly stated, understandable to both the instructor(s) and participants and of a breadth achievable within the confines of the program. Setting broad, non-specific goals will hinder participants and instructors in their efforts to learn and teach. Program directors must analyze what they wish to achieve in their programs; goals may be of the cognitive, behavioral or attitudinal variety, but a clear statement of them is a prerequisite to program development.

Interdisciplinary programs hold more promise. While it may be difficult for a program director well versed in some narrow discipline to branch out and encompass others, a program focussing on a single discipline that fails to recognize the importance of their disciplines to the field of leadership is artificially restrictive. No single discipline has all the answers nor the "last word" when it comes to leadership. Presenting a narrow focus to students misrepresents a complex area of inquiry that is made richer by many different approaches to its study.

The more comprehensive the program, the better. A program focussing on a single or few basic skills needed by a leader is unlikely to result in many changes--cognitive, attitudinal or behavioral--in the learner. The most effective programs seem to span the "theoretical"--"applied" spectrum.

In programs where the participants learn "about" leadership and "how to do" leadership, a change in the participants is more likely to result. Learning "how to do" without learning "why" suffers from the same faults as do all courses designed to develop technicians. Chief among these faults is the inability to think in depth or to analyze new situations. Concomitantly, completely theoretical courses, with no opportunity to discuss application of the theoretical foundations serve the purposes of very few learners. Liberal arts curricula fall into the "comprehensive" category, but may lack specific emphasis on the topic of leadership. Comprehensive programs tend to be both practical and theoretical, and their teaching methodologies pertain more readily to their content and goals.

Effective programs pay explicit attention to leadership. Many liberal arts curricula claim to be aimed at the development of leadership. Yet, many of these programs give only implicit attention to the concept; it may be in the mission statement of the institution, but one sees no courses or programs with "leadership" in the title. If one were to ask among faculty members whether they were teaching leadership, it is likely that the number claiming to do so would be small or nonexistent. A recent publication by the American Assembly of Collegiate Schools of Business (1985) suggests that much more explicit attention be given and more systematic approaches be taken in the noncognitive areas (where they place leadership training) and that accreditation take into consideration the extent to which such goals are being achieved. Those schools or programs that give explicit emphasis to the concept are more likely to sensitize their students to the possibility of becoming leaders. Even a freshman orientation with a little attention given to leadership as an expected outcome of the experience of higher education is likely to be more effective than the best written mission statement of the college. One caution, however, is in order: it is likely that no matter how effective the early sensitization to the possibility of leadership, substance in instructional programs must follow for a program to be effective.

Effective programs tend to be longer term. While there seem to be a number of 1 or 2 day workshop-type programs of merit, the most impressive programs appear to take a group of selected students through a series of experiences including academic courses over a period of at least a semester and, in some cases, their entire college years. It seems likely that those students who remain in long-term programs either have or develop strong motivation to enhance their leadership potential. Additionally, if the experiences are of high quality and properly sequenced, they have a higher probability of developing the skills and abilities essential to effective leadership. It seems that students in such programs tend to gravitate toward or actively seek student leadership positions. They also seem to view more realistically the requirements for leadership in the organizations they plan to enter upon completion of their formal education.

Programs that award "credit" earn more respect and credibility. Whether it be academic credit or a co-curricular transcript of leadership experiences to supplement a resume, there seems to be greater acceptance of and respect for programs with some kind of tangible recognition of the effort expended. A number of programs have academic course components including a variety of leadership experiences for which academic credit is not awarded. Programs which document, in some formal way, these experiences seem to be held in higher esteem and taken more seriously not only by the participants, but also by other students, faculty members and potential employers.

The more successful courses and programs use a variety of training methods. A particular professor may be an outstanding performer and hold students spellbound for a long series of fifty minute classes week after week. It is unlikely, however, that the students of such a professor will gain as much as those who have been required to perform in a variety of circumstances, work in groups, solve problems, sell ideas or work in an internship or mentorship experience with one or more recognized leaders in government or industry. Methods of instruction must be appropriate to the goals of the leadership program. However, if the goals are broad including both theoretical and practical components, the methods of instruction must be broad. Lecturing about theories, giving students role-play situations with simulations of realistic problems, having them work in a variety of small groups and requiring them to experience an internship and/or mentorship program are all acceptable and appropriate methods to use in programs. The more noteworthy programs use a mix of all these methods and more.

Effective leadership education programs use evaluation plans. The most appropriate evaluation is determined when the program's goals and developmental experiences are being conceived. The plan must fit the goals. An end-of-course test of cognitive material may be the most appropriate and single method of evaluation for an academic course. Likewise, a critique of a two-hour presentation intended to sensitize students to leadership possibilities on campus may be sufficient. However, for an extensive four-year program with both academic and non-academic experiential components, an end-of-program test of cognitive development may be an insufficient and misleading evaluation scheme. If the goals of the program fall into all three areas of cognitive, behavioral and attitudinal change, the evaluation plan should cover all three areas. If the program aims at long-term change beyond formal education, there should be a carefully developed plan for follow-up along with a way to track those who complete the program after they leave the institution.

Conclusion There are many reputable leadership courses and programs in colleges and universities across the country. They vary tremendously in goals, content and design. Many approaches and disciplines are legitimately involved in leadership education. The diversity of approaches and disciplines is highly promising for the further development of the field of leadership education. While it is appropriate and encouraging to find this variety of directions and disciplines, we must recognize that it is the lack of data involving experimentation and evaluation of effectiveness that prevents selection of the best options from among the diverse elements.

There is no single ideal course or program. There is no simple recipe or list of "do's and don'ts" that will guarantee an effective program. However, the drawing of some general observations of characteristics common to exemplary programs is possible. By "defining" these characteristics we can help to guide the development of new programs.

References

American Assembly of Collegiate Schools of Business (AACSB), (1985, March). Outcome Measurement Project of the Accreditation Research Committee. Phase II: An Interim Report.

Spitzberg, I. (1986, Sept.). Campus programs on leadership. Luce Leadership Series. Washington, DC: Council for Liberal Learning, Association of American Colleges.

State University College - Buffalo, NY
Center for Studies in Creativity

Scott G. Isaksen

SOME GENERAL CONSIDERATIONS FOR FACILITATORS OF SMALL GROUP CREATIVE PROBLEM SOLVING

The following general considerations for facilitators are meant to provide selected factors to be aware of when planning to use creative problem solving with groups. Rather than being a comprehensive list, these are springboards for areas within which to conduct deliberate planning and thinking. These considerations may overlap and provide a quick checklist-type response to the question: Once I am convinced that I want to use a group for creative problem solving, how do I get started?

THE ROLE OF A FACILITATOR: It is important to understand the unique style and skills necessary for effective facilitation. This special type of group-oriented leadership focuses on the release and effective utilization of group resources.

THE CLIENT'S ROLE: Establishing and reinforcing the client's role during creative problem solving is a significant element of a productive session. Clients need to have guidance for making choices and judging at appropriate times; and they need to have support for permitting, encouraging and participating in the divergent activities of the group.

RESOURCE GROUP ROLES: The members of the group who provide energy, diversity of experience and viewpoints need to have guidance regarding their role. The facilitator's challenge is to have the group use their assets and limit their liabilities by providing the necessary balance of creative and critical thinking processes in meeting the needs or desires of the client.

PROCESS TECHNOLOGY: Awareness of a variety of methods and techniques for use during a creative problem solving session is an important attribute of an effective facilitator. Having the ability to use a diversity of tools provides the facilitator with an efficient means of meeting the needs of a client by fully utilizing the resources of the group. Knowing the type of outcome (adaptive or innovative) various techniques are likely to produce is another aspect to consider.

ORIENTATION TO PROCESS: All group members need to have some basic information regarding what they are expected to do. Agreement is necessary regarding the procedures and methods used for group activity. It is also very helpful for group members to be aware of their strengths and limitations in using various process technologies, as well as the kinds of blocks to creative thinking which may surface during the session.

THE STRUCTURE OF THE ENVIRONMENT: The climate needs to be conducive to creativity. Group members need to have a certain degree of trust and safety to make contributions and engage in open communication.

OWNERSHIP: It is important for group members to know that their efforts have some meaning and relevance. This can be achieved only if the client has sincere interest in implementing the solutions. The client also needs to possess a reasonable amount of influence to be able to implement the solutions. For ownership to be present, there must be room for a new approach or idea which the client is willing and capable to implement. This type of ownership builds commitment to the group process and helps in the developent of effective groups. Elements of the client's task must be specified and have clear connection to the responsibilities of the client.

PLANNING FOR LOGISTICS: Some attention must be focused on assuring that the necessary equipment and resources are assembled for the session. This means setting up visuals, flipcharts with plenty of paper and markers, and a means for affixing these papers in a prominent place for all to see. In addition, the group should be assembled in a place where it is possible to be comfortable to share ideas and engage in effective communication.

TIMING: The purpose of the session, as well as the amount of time to be scheduled should be explicitly identified for all group members. Is the purpose of the group meeting to identify the initial statement of the problem (planning meeting), to generate ideas, or to develop and evaluate options? A specific process task should be identified and an appropriate amount of time should be set aside for the accomplishment of that task.

GROUP COMPOSITION AND SIZE: Some deliberate decisions need to be made regarding the number and type of human resources to be a part of the session. Heterogeneity of perspectives and experiences, as well as homogeneity of levels of power should be considered. Depending on the purposes of the session, a certain number of participants should be specified (generally 5-7). Larger groups should provide additional facilitators to allow an equivalent ratio.

Source: Isaksen, S. G. (1986, in preparation) Facilitating small group creativity. In: Gryskiewicz, S. & Sensabaugh, S. (Eds.) The Proceedings of Creativity Week VIII, Greensboro, NC: Center for Creative Leadership.

Birmingham Southern College - Birmingham, AL Russell Levenson, Jr.

ADMINISTRATIVE INTERNSHIPS: A PRACTICAL APPROACH TO A PRACTICAL NEED

Two prominent challenges in college administration are to attract the best and brightest administrators and faculty and alert students to the need for making wise decisions. Ten years ago when Dr. Neal R. Berte became the new President at Birmingham-Southern College, he introduced a practical approach to these practical needs--The Administrative Internship Program. Students selected are self-motivated, academically and socially successful, and have an interest in the field of higher education. Supervised by the President and his Assistant, interns are placed in administrative offices and exposed to day-to-day procedures of college administration.

Each semester, 5-10 students are interviewed by the Assistant to the President and the Administrator in the office of interest to the student. If approved, a time schedule is worked out between the supervisor and the intern, (usually ten hours a week).

It is not a "work-study." They are not required to file, type, or run errands, unless it relates to specific duties.

In addition to regular office duties, interns attend a seminar session held once a week during their term of a semester. They meet with Vice Presidents and often are invited to meet with visiting scholars. Interns attend at least one Administrative Council Meeting, one Vice President's Meeting and one of two Board Meetings held during the year. Though sometimes exposed to highly confidential information, it is essential that the intern be given every opportunity to act as an administrator. They attend special lectures, luncheons, receptions and suppers to get the "feel" of what is required of those who actually "run" the College.

Duties and meetings are supplemented by required weekly reading of The Chronicle of Higher Education and other articles dealing with issues in higher education, ranging from drug use on campus and experimentation on live animals to administration and faculty relations and the problem of diploma mills.

The most important aspect of the interns' experiences are the assigned projects covering a wide spectrum. Administrative Interns review articles and publications for distribution to faculty and staff or review Foundations that typically award grants to institutions like ours. They may arrange for visiting scholars, do research on retention, outline a public relations plan for a new program, or write a staff manual.

At conclusion of the internship, students are required to write a paper on their experience and the insights gained. They are encouraged to criticize constructively the operating procedure in their office, and reinforce its positive aspects. They are graded on their paper, the suggestions of their supervisor and their attendance and participation in seminars and special events and given one unit of credit for the Administrative Internship Program.

Students gain insight into how Birmingham-Southern College works and, for those considering a career in college administration, a view of their expectations. The College has fewer questions about its decision-making policies, because some of the College's best student leaders actually participate in these decisions and carry the information back to the student body. The College also attracts more intelligent and diligent students to a career in higher education.

TIPS FOR INTERNS

KNOW WHAT YOU WANT FROM THE INTERNSHIP: A better overall understanding of organization, management, and public relations in a college setting; experience in actually executing an administrative project; learning certain administrative skills; determining if administration is your career choice; learning the importance of determination and a good attitude.

LEARN HOW THE OFFICE FUNCTIONS: How various problems are handled; who has what responsibilities; where are certain files; who are the people you are working with; what are the expectations in that office.

SPEND AN HOUR A WEEK JUST TALKING: With your supervisor or someone else in the office about your perceptions or questions.

DON'T WORRY IF THE INTERNSHIP DOES NOT SEEM AS STRUCTURED AS A COURSE OR A REAL JOB MIGHT: This flexibility should lead you to explore areas of interest, projects, and learning experiences. You might want to experiment with a daily work schedule, including projects, new people to talk with, meetings and readings.

RECOGNIZE YOU ARE IN AN AMBIGUOUS POSITION: Being both student and staff member, silent observer and potential counselor. Office staffs, faculty or students may have difficulty relating to you.

ESTABLISH A PLAN: What projects or areas do you want to pursue? What personal contacts do you want to make? How? What do you want to learn about?

BE YOURSELF; KEEP OR DEVELOP A SENSE OF HUMOR AND SOME PERSPECTIVE: Relax but be responsible.

NEVER VIOLATE A CONFIDENCE: Even if it is asked of you.

BE A SELF-STARTER: Do not rely on your supervisor for everything, but do not jump at new projects without your new supervisor's knowledge.

ACCEPT A CERTAIN AMOUNT OF DISCOURAGEMENT: It is natural and probably will not last too long.

REMEMBER: You have been considered for your responsibility and maturity, and though this program is somewhat flexible, it will only be worthwhile if you make it so. Keep a good attitude and share that with your fellow workers.

TIPS FOR SUPERVISORS

See to it that all other staff know who your intern is.

Discuss expectations early with the intern, any proposed projects, areas of interest. Try to settle at least some of the intern's duties and experiences before two weeks into the seminar.

Explain your job and how your office works; introduce the intern to others in the office who can be of assistance; assign them a work space.

Try to schedule some time, perhaps an hour weekly, to discuss observations, questions, thoughts with the intern. These sessions are most valuable when the supervisor assists the intern in generalizing experiences and/or developing an analytic approach to understanding human and organizational dynamics.

Some supervisors use an "in basket" assignment for a portion of the internship, wherein the intern monitors incoming mail or drafts responses for selected correspondence. This activity is especially useful if used as a basis for discussion. Observation should be expected of the intern, especially exposure to decision making and policy determination and some project or administrative responsibilities should be performed by the intern.

Consider taking the intern to meetings, luncheons, dinners, or even suggest they attend special events on campus.

The intern's tasks should rarely be routine or busywork, although it is important for them to realize that much unglamorous activity is a necessary part of administration. The major projects or tasks should be of mutual interest, or of significance to the office, and capable of being completed within one semester. Interns may approach their work with greater inquisitiveness than regular workers. This concern with the implications and broader meaning of the office's activities should be encouraged. It is helpful if you and the intern develop a work schedule including concentration time, probable deadlines for projects or project steps, time to be spent in the office (an intern should try to spend about ten hours a week working in your office). Although this schedule should be flexible enough to take advantage of new developments, it should provide structure to the experience.

INTERNS ARE NOT WORK-STUDIES: They should not be filing, typing, running errands, xeroxing, or anything similar to this--unless it relates directly to their specific project.

Try to keep a good attitude about your work and the work that you do with the intern. Most of what they learn will probably be the result of what they hear from you and observe in you.

Mount St. Mary's College - Los Angeles, CA Cheryl Mabey

AN ADMINISTRATIVE CHECKLIST: HOW EXTENSIVE IS THE COMMITMENT TO THE MISSION?

Dr. Cheryl Mabey at Mount St. Mary's College has dredged a channel for you by providing an administrative checklist. It gives you a means for measuring your commitment to leadership studies and suggests ways to proceed. It is included in the Source Book with her permission.

What follows is an inventory of diverse components necessary for an institutional commitment to develop leadership.

1. **Curriculum Offerings**
   - ___ a. Interdisciplinary leadership course (open to all students)
   - ___ b. Departmental listing of courses linked with leadership studies
   - ___ c. Introductory course in leadership theories/styles
   - ___ d. Course in leadership skills/competencies
   - ___ e. Academic course work which links practicum with leadership theory (i.e., internships/cooperative education/practicum)

2. **Faculty/Staff Development Workshops/Form**
   - ___ a. Faculty meeting minutes
   - ___ b. Sabbatical requests/projects
   - ___ c. Interdepartmental planning
   - ___ d. Faculty forum/orientation
   - ___ e. Student moderators workshops

3. **Student Activities Program seen as Leadership Lab**
   - ___ a. Peer Counseling Track (emphasis on communications/relationships/helping)
   - ___ b. Governance Track (emphasis on committee work, power, decision making, teamwork)
   - ___ c. Community Contribution (emphasis on community service/needs/external)
   - ___ d. Professional/Pre-career Opportunities (emphasis on career planning/internship/conventions.) Students are expected to participate in at least one major activity per track in two or four years.

4. **Co-curricular Leadership Development Workshops for Peer Counselor/Clubs/Student Officers**
   - ___ a. Annual Leadership Training Orientation Workshop
   - ___ b. Mid-year Evaluation Session
   - ___ c. End-of-year Evaluation Workshop

5. **Administrative Support for Student Leadership Development**
   - ___ a. Review of campus policy and procedures encourage student responsibility--Academic Policies; Residence Policies
   - ___ b. Risk-taking is encouraged; experiments are invited even if they cost money
   - ___ c. Contact with administrators to discuss issues regarding leadership in the college environment

5. ___ d. Availability of administrators, from chief executive officer to middle management, to mentor exceptional students
   ___ e. Annual Leadership Conference for faculty and students which visibly attests to the institutional commitment to leadership development

6. **Identify and Broaden Leadership Opportunities for College Students**
   ___ a. Students on all college decision making/policy making units
   ___ b. Intercollegiate/regional representation for college representatives
   ___ c. Professional travel expenses for student participation at professional conferences
   ___ d. Students engage in student lobbying on a local/state/national level

7. **Commitment of Institutional Resources**
   ___ a. Budget reflects commitment to staffing in leadership studies/program
   ___ b. Budget includes substantial operating funds committed to faculty/staff and student leadership development
   ___ c. Corporate/Foundation support solicited for leadership program(s)

8. **Staffing in Both the Leadership Program and On the Administrative Level for Role Models in Leading**
   ___ a. College personnel are hired/selected with the conscious effort to hire effective leaders whatever their particular competencies
   ___ b. Student Affairs professionals are selected/evaluated with commitment to increasing student leadership effectiveness

9. **College publication feature leadership development efforts**
   ___ a. College recruitment materials address expectation of students to lead
   ___ b. College catalog outlines leadership components
   ___ c. College magazine/quarterly publication includes features on the leadership dimension of the college
   ___ d. Alumnae publication address current direction of Leadership Program/Institutional Mission

10. **Alumnae Involvement**
    ___ a. Annual Alumnae Leadership Workshop
    ___ b. Alumnae as resource network for current leaders
    ___ c. Alumnae informed of current leadership directions of the institutional alumnae updated on accomplishments of graduates

11. **Evaluation of Leadership Effectiveness**
    ___ a. Pre-and post-data collection on college students
    ___ b. Measurements for leadership effectiveness which the college faculty have analyzed; periodic report on progress
    ___ c. Comparative studies/national pilot testing when educational feasible to monitor progress

Used with permission from: Dr. Cheryl Mabey, Mount St. Mary's College

U.S. Department of Agriculture - Washington, DC
Extension Service

John A. Michael
Study Director

NATIONAL IMPACT STUDY OF LEADERSHIP DEVELOPMENT IN EXTENSION

BACKGROUND: According to *Extension in the 80's*, "the basic mission of Cooperative Extension is to disseminate, and encourage the application of research generated knowledge and leadership techniques to individuals, families, and communities."

In carrying out this mission nationwide, administrative records reveal that about one-tenth of Extension professional staff work is directed at developing leadership. Little is known about the subject matter being taught, the amount of training offered and the characteristics of teachers or recipients. Additionally, little is known about the agency's educational delivery system and the support received by staff for this work.

Recognizing these needs, the U.S. Department of Agriculture's Extension Service funded a major study with the purpose of describing and evaluating leadership development activities conducted by staff in all program areas. The National Impact Study of Leadership Development in Extension is a collaborative endeavor with the Department of Rural Sociology at Washington State University and the Washington State Cooperative Extension Service. The study director is Dr. John Michael of ES-USDA: Dr. M. Chris Paxson of the WSU Department of Rural Sociology is the principal investigator; and Dr. Robert E. Howell, department chair, is co-principal investigator.

OBJECTIVES The study seeks to accomplish the following objectives:

1. To codify the intended outcomes of professional staff efforts directed at leadership development.

2. To describe and assess the leadership skills being taught by staff and the educational methods used.

3. To describe audience characteristics, e.g., the demographic traits of persons reached, and assess audience-related practices (i.e., recruitment, selection of subject matter).

4. To describe and assess the allocation of responsibility and organizational supports for leadership development work.

5. To examine the characteristics of Extension personnel by the amount and kind of leadership development work they perform.

6. To provide implications and recommendations for policy and program changes.

7. To disseminate study findings throughout Cooperative Extension and encourage their use.

PROCEDURES: The study is being conducted in two phases. The first phase has focused on delineating different leadership skills being taught to Extension audiences. Content analysis of administrative documents, teaching materials, and interviews with key educators resulted in a taxonomy of leadership skills.

Phase One findings were then used as the basis for designing a questionnaire for Extension staff about their leadership development work.

During Phase Two a mail questionnaire was sent to a stratified random sample of 3,300 Extension professionals and their supervisors, following Dillman's Total Design Method for mail surveys. A 93 percent response was received. The data are now being analyzed and the technical report is being prepared.

Several groups have advised the study throughout Phases One and Two to assure the study's relevance and usefulness. The Policy Review Committee, comprised of representatives of all major program areas and levels of responsibility within Extension, sets study policy. The National Panel on Leadership Development, comprised of persons who are highly knowledgeable about leadership development work in Extension, advised the staff on substantive matters. Overall policy for evaluation within Extension is set by the Accountability and Evaluation Council.

FINDINGS: The findings of Phase One show that professional staff hold differing conceptions of what constitutes leadership development. Their conceptions are influenced by many factors, including the audience served, the purpose of the educational effort, the content being taught and the method of instruction used. For example, some staff regard their instructional efforts on matters of agronomy or nutrition as leadership development, by virtue of the important community positions held by the learners.

One implication of this finding is the amount of difficulty staff will experience when attempting to communicate about their leadership work or collaborate with one another. A second implication is the need for an objective measure of leadership development work for Phase Two of the study--one which does not rely on the staff's understanding of that term.

Phase One uncovered no precedent for such a measure in the research literature. There is a research base to guide leadership development practice. But it consists very largely of studies of leadership, i.e. basic research. Applied research is lacking, examining how leadership is developed and what educational practices prevail in this kind of work. Existing research almost totally ignores the "development" part of "leadership development."

Phase One results also indicate that work by Extension staff in the area of leadership development emphasizes doing (i.e., skill building) as much as knowing (i.e., acquiring information). But little effort is aimed at feeling (i.e., values, motives, attitudes). This finding reflects Extension's well-known experiential learning trademark and an apparent tilt toward cognitive subject matter.

Phase Two results are expected to corroborate these preliminary findings and document each of the objectives named above. Findings and recommendations are expected to be ready for printing and distribution at the end of 1987.

University of South Carolina - Columbia, SC
Creighton University - Omaha, NE

Debora A. Ritter
Martha L. Brown

CONSIDERATIONS FOR THE DEVELOPMENT OF LEADERSHIP PROGRAMS IN HIGHER EDUCATION

Leadership development has become a key focus for business and politics, and is finally coming of age in higher education. Increasingly large numbers of colleges and universities have instituted some form of leadership program, and some are quite extensive. Many schools now have staff positions to coordinate leadership development programs, a trend that has developed only within the last ten years. The majority of other schools have someone with leadership responsibilities in their job description.

The variety of leadership programming is as broad as the different types of institutions where it takes place. Difficulties can arise when creating or modifying a program. With so many options available, what process can be used to select and implement the most effective programs? What components should be included to result in a comprehensive program? What specific needs exist at your institution and what delivery modes will best fit those needs?

By using the step-by-step process described below, you can create or refine an excellent leadership program tailor-made for your specific institution. Each leadership program is and should be different, but the development and evaluation process should be similar. The development process consists of five phases: Analysis of Assumptions; Analysis of Institutional Environment; Analysis of Existing Programs; Development and Implementation of New Concepts; Evaluation.

Analysis of Assumptions...Most higher education professionals would agree that offering programs specifically designed to foster the growth of leadership skills in students is an essential part of their college experience. However, beliefs vary about how to accomplish this. Questions such as the following should be discussed and agreement reached by those responsible for administering a leadership program.

How do you define leadership? How do you believe someone becomes a better leader? How do you know when learning has taken place? How is leadership development a part of career preparation? How does your program fit into your Institutional or Divisional Mission Statement or goals? Who is your audience? Who do you intend to serve? What are your resources on and off campus? What mandates do you have from internal/external sources? Who can/will you collaborate with? What components of leadership programs do you believe are the most important? What delivery methods are most effective on your campus? What outcomes are you looking for? How will you know when you have achieved them?

Answering these questions should clarify the focus concerning the purpose of the program.

Analysis of Institutional Environment...As is true of every program that is part of an academic institution, your leadership program will not exist independently. It will be affected by many variables that may or may not be unique to your campus. Analysis of the conditions that may support or hinder leadership development efforts is crucial to the success of the program.

Analysis of Existing Program...In order to assess the quality and quantity of already existing programs, it is necessary to use some type of assessment tool. Some excellent instruments already exist for this purpose or it would be fairly simple to create one that best fits your needs. The important consideration here is to be sure that the assessment instrument reflects your previously explored assumptions about leadership. That is, the measurement tool *must* measure what you consider to be important in order to give you useful information.

Development and Implementation of New Components...Using your assessment tool, you should be able to identify and measure what is currently offered on your campus against what you believe constitutes a comprehensive program for your campus. You will probably find you are strong in some areas and weak in others. Adding this information to your analysis of campus conditions should provide direction for future program development. Judging from an informal review of leadership programs at different schools, the possibilities for new program components are endless! Here are just a few examples of successful programs: Leadership classes for credit or non-credit; Co-curricular Transcripts; Group Workshops; Speaker's Bureau; Off-campus Conferences; Emerging Leader Workshops/Retreats; Mentoring Programs; Paraprofessional Training/Consulting; Academic classes in Group Dynamics, Public Speaking, Management, etc.; Resource Centers; Individual Leadership Assessments; Student Leader Advisory Boards; Leadership Newsletters; Senior "Debriefing" Sessions; Leadership for Women, Minorities, and other special populations; and "Shadow" Programs with Community Leaders.

Evaluation...Evaluation should be ongoing, possibly with the assistance of a Task Force or Advisory Committee. There are many ways to collect evaluative data, and more than one method should be used. Qualitative results are just as important as quantitative: ask "To what extent did learning take place?" as well as "How many people attended?" The use of follow-up surveys or tracking of students involved in a leadership activity can also elicit useful information. To guide your evaluation efforts, refer back to your answer to the question "What outcomes are you looking for?"

We recommend that the entire process described here be repeated several times each year. Regularly analyzing beliefs about leadership and the effectiveness of programs will help maintain high quality programs and make changes in step with the college population.

Selected References

Commission IV Leadership Task Force. *National Leadership Programs Resource Guide*, American College Personnel Association, Spring 1986.; Lippitt, Ronald. "The Changing Leader-Follower Relationships of the 1980's," *The Journal of Applied Behavioral Science*, v. 18, *3*, 1982, pp. 395-403.; Mabey, Cheryl. A Model for Leadership Development: Implementing an Institutional Mission. Mount St. Mary's College, unpublished manuscript. (Write Dr. Cheryl Mabey, Dean for Student Development, 12001 Chalon Road, Los Angeles, CA 90049).; Roberts, Dennis C. (Ed.). *Student Leadership Programs in Higher Education*, Carbondale, IL: American College Personnel Association, 1981.

University of Minnesota - Minneapolis, MN George Shapiro

OVERVIEW OF ETHICAL LEADERSHIP/FOLLOWERSHIP RESEARCH

George Shapiro was the recipient of a grant from the Bush Sabbatical Program which enabled him to engage in a project which he described in his application as follows:

This project will (1) select a group of area people from business, health care, religious, political, mass media, education and social service situations who have been identified by qualified informants as "transforming moral leaders." Burns states that transforming leadership "looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents." Moral leadership means, "first, that the leaders and the led have a relationship not only of power but of mutual needs, aspirations and values; second that in responding to leaders, followers have adequate knowledge of alternative leaders and programs and the capacity to choose among those alternatives; and third, that leaders take the responsibility for their commitments." The works of Rosabeth M. Kanter[1] and Warren Bennis[2] will also be used to select defining attributes of the leaders to be studied. (2) The second step in the project will be to (a) interview the leaders selected in order to gather experiences which they report as important to their development as transforming moral leaders and (b) to gather data concerning these leaders' communicating behaviors with followers, peers, clients and publics. (3) I plan to attend 2-4 leadership development programs identified by the leaders as significant to their own development. (4) I will synthesize and integrate theory, conceptual frameworks and experiential learning activities gained by the data collection into courses, advising and University-wide programs.

An outline of the results of his study follows. A more complete report is in process.

---

[1] Kanter, Rosabeth, The Change Masters (New York: Simon and Schuster, 1983).

[2] Bennis, Warren, The Four Competencies of Leadership, Training and Development Journal, August 1984.

MOTIVATING CONCERN: HOW TO DEVELOP ETHICAL LEADERS/FOLLOWERS

1. Interview Ethicists

2. Review the Literature

3. Place Limits: Twin Cities and Central America; Identify six (8) leaders from each of six areas: Business, Health Care, Religion, Education, Government, Social Service

4. How do I identify Ethical Leaders?
   Select six "Informed observers" in each of the six areas - from media reps, regulatory groups, citizen interest groups, long term participant observers.

   When a person is identified by 3 or more informed observers, I have an Ethical Leader to be interviewed.

5. Pilot the interview (from the 8 leaders identified in each sector. Randomly select 2 from each sector for pilot interviews.)

PROBLEMS

I. Sampling Problem: Inadequate sampling from minority communities

II. Review of Literature: Few studies reported on Ethical Leaders, Limited research methods, Confusion/ambiguity about definitions of Leader/Manager

INTERVIEW QUESTIONS

1. Name the most Ethical Leader you have interacted with in the past 10 years.
2. Why did you select her/him?
3. What additional attributes are important?
4. How would you evaluate yourself on the attributes you have listed?
5. What must be done to improve your lowest scores?
6. Wht causes your "Dark Moments"?
7. What do you do at those times?
8. Given: Freedom, Justice, Order, Caring, which do you value most highly? Why (Why,Why,Why,Why)
9. How would people who watch you lead describe your highest priority? (If there is a difference, how do you explain that difference?)
10. What were the experiences that had the greatest impact on your leadership practices?
11. What do you want from Ethical Followers?
12. What do you do to encourage Ethical Followers?
13. What would you do if it was your responsibility to develop Ethical Leaders and Ethical Followers?

GENERAL SUMMARY

1. Ethical Leaders express a strong commitment to the mission.
2. Ethical Leaders express a strong respect for and caring about the individual person.
3. Ethical Leaders are competent, informed people.
4. Ethical Leaders express the belief that bad means can not result in good ends.
5. Ethical Leaders express that they experience extremely lonely times.
6. Ethical Leaders express as their value the belief in the dignity of all persons.
7. Ethical Leaders are able, willing to laugh at themselves.
8. Ethical Leaders report having early models.
9. Ethical Leaders report as important intercultural experiences.
10. To me Ethical Leaders appeared to be committed relativists.
11. To me Ethical Leaders appeared to be androgynous.

RECOMMENDATIONS BASED UPON TWIN CITIES INTERVIEWS

1. Education for Ethical Leadership/Followership should start as early as possible (elementary school).
2. Parents and children should be included in the development and implementation of curriculumn.
3. Role mentors should be utilized.
4. Experiential learning techniques should be used as much as possible.
5. Illustrative materials and case studies should be developed from the students' experiences.
6. Students should be involved in unfamiliar cultures in as great a depth as possible. (Race, age, health, socioeconomic - to experience what it is like to be a member of a non-dominant subculture)
7. What it means to be an Ethical Follower must be carefully examined.
8. Parent and teacher education is important.

All conclusions derived from data collected from 36 interviews with 36 persons identified as Ethical in the Twin Cities in 1985-86 research.

For further information about this report, write to George Shapiro (Address found in Resource Persons Section)

University of Minnesota - Minneapolis, MN
Hubert H. Humphrey Institute of Public Affairs

Robert Terry

REFLECTIVE LEADERSHIP PROGRAM
LEADERSHIP - A PREVIEW OF A SEVENTH VIEW

SOME BACKGROUND ON THE REFLECTIVE LEADERSHIP PROGRAM

The Humphrey Institute was founded in 1977 to honor Senator Hubert H. Humphrey, to serve as a memorial to his distinguished career and to reflect a commitment to the ideals that shaped his public life.

Working within the University of Minnesota's many disciplines and professions and outside the university with diverse people and institutions, the Humphrey Institute fuses integrative policy analysis, midcareer education for leadership, service to the community, and training of graduate students for roles in the policy process. Students, midcareer leaders and policy researchers work together on real world problems.

The Humphrey Institute's location at the University of Minnesota gives participants access to faculty members who have international reputations as scholars and researchers.

Minnesota and the Minneapolis-St. Paul area are known as places where government is responsive to a responsible citizenry, where businesses foster a high level of entrepreneurship and innovation and where corporations have made major investments in the community's social and cultural climate. This community is an ideal setting for the Humphrey Institute's Reflective Leadership Program.

The Reflective Leadership Program encourages participants to: clarify, critique, and develop their own ethical perspectives on the functions and methods of public leadership; connect their ethical frameworks to policy issues; understand a range of policy issues likely to be prominent on the public agenda within five to ten years; sharpen analytical and problem framing skills; and develop and enhance interpersonal skills.

The Program offerings are: Leadership in Public Policy Seminar; Ethics in Public Policy Seminar; Leadership Consultation Series; Custom-made Seminars.

LEADERSHIP - A PREVIEW OF A SEVENTH VIEW

A representative of a University of Minnesota department entered my office recently. "We want to start a leadership program," she said. "We want your advice." First on her list of topics for the proposed program was "leadership skills." "Which leadership skills?", I asked. She replied, with a somewhat puzzled glance, "You know, leadership skills!" "I'm sorry," I said, "it's not so simple. Identifying leadership skills depends on your definition of leadership. By the way, what is your definition?" A long silence answered the question.

This is not an isolated example. As I criss-cross the country, consulting with leadership program directors, I find the same story--great interest in leadership education and little thinking about the nature of leadership itself.

I continuously encounter the unexamined assumption that the definition of leadership is obvious; the only challenge for educators is constructing the proper leadership curriculum. As a result, leadership courses sit precariously on uncritically supported intellectual foundations. Challenge the framework and the ediface crumbles.

Leadership is undoubtedly a hot item today. New leadership programs are sprouting everywhere. My worry is that leadership will become a fad, a passing fancy, a search for a new workable technique or gimmick, a new label for old content or, even worse, a hope for a quick societal or organizational fix.

The problem is not that definitions of leadership are unavailable. A look at the research reveals over 100 versions. So maybe educators should simply select one and build a curriculum around it. But will any definition do? I think not. We must first seek some criteria for judging the definitions and develop a willingness to look beyond existing formulations. This quest is so fundamental and so critical to leadership education development that we at the Education For Reflective Leadership Program of the Humphrey Institute are creating a Center For Advanced Leadership Studies to undertake it.

Working with colleagues[1] for over two years, I've come to understand that leadership is a critical and revealing human endeavor. It opens a window on the depth and breadth of human experience and offers hope for a sustainable and fulfilling human future. As my colleagues and I have probed the nature of leadership, we have sought to capture the distortions and insights of previous investigations while laying a foundation of new theory that will give leadership its due. What follows is a preview of a soon to be published volume entitled Leadership - A Seventh View. Since only highlights can be presented here, some assertions will be made without all the supporting arguments.

SIX VIEWS OF LEADERSHIP

After surveying the literature, as well as observing many leadership programs, I have sorted leadership definitions and theories into these six schools of thought. I will describe each briefly, before developing a seventh view.

TRAIT THEORY...According to this school, leadership is rooted in biology. Leaders are born, not made. It is possible to identify salient leadership characteristics early in life and nurture them into full flower. Leadership is a natural endowment; it cannot be created. This view supports the "great person" notion of leadership.

There are two versions of this theory. One says some are born leaders, others are not. Those who are not, one might conclude, should have a course in followership! The task of leadership educators, then, is to figure out how to identify those natural leaders and attract them to leadership programs.

The other view suggests that everyone can lead, but he or she will lead differently. The most popular articulation of this view is the leadership development philosophy based on the Myers-Briggs Personality Type Indicator.[2] The MBTI allows people to discover and nurture their own leadership traits as well as understand and relate effectively with other differing types.

SITUATIONAL THEORY...The situational theorists contend that leadership is not biologically determined. It is teachable to all who want to learn. The leadership problem is the leader's lack of understanding and training in matching appropriate skills to changing conditions. As situations change, so should styles. A leader's basic mistake is to use one approach in all situations.

There are two camps here as well. The first, less structured, is grounded in small group research. Leadership moves around in a group depending upon who is doing what group function. For example, John might lead as he initiates a definition of the group task, Alice would assume leadership as she offered a piece of information, Allan would move into the lead as he tried to include everyone in the discussion.

In this version, leadership shifts; all can lead and likewise all can block group process and task accomplishment. Leadership is dynamic and situational, requiring different skills as a group progresses toward its goals.

The second, and more structured, camp tends to focus on one person as leader or manager, engaged in motivational activities. The most current rendition is Leadership and the One Minute Manager, by Kenneth Blanchard and Patricia and Drea Zigarmi.[3] The authors contend that the wise leader knows when to direct, coach, support or delegate. "Leaders need to do what the people they supervise can't do for themselves at the present moment."[4] The leader has to know when the group needs very direct intervention and when the group is working well on its own. Leadership education thus involves training to diagnose situations and apply appropriate skills.

ORGANIZATIONAL THEORY...In this view, leadership is a function of position and role in a hierarchial organization. To teach leadership in a complex organization, one must first define the skills and responsibilities for each level in the hierarchy and teach those skills at the level above a person's current position so the person is prepared for promotion. Again, there are two camps within this view.

The U.S. Army, in a 1976 monograph entitled, "Leadership for the 1970's",[5] designed an organizational leadership development scheme that exemplifies the first camp. After an extensive review of organizational literature, the Army team isolated nine dimensions of every well-functioning bureaucracy--communication, human relations, counseling, supervision, technical, management science, decision making, planning and ethics. Plotting these nine activities against the military hierarchy-lieutenants through generals-the authors developed an organizational leadership matrix and filled the boxes with the responsibilities at each level for each function. For example, in the ethics function, lieutenants were expected to recognize the need to be punctual, discreet, fair and honest in dealing with people, practice good personal hygiene and recognize the impact of role modeling. Generals, in contrast, were to articulate appropriate organizational value systems, focus on organizational integrity, develop ethical frameworks consistent with corporate goals and policies, etc.

Lest one think this model applies only to military bureaucracies, I should mention that a team of us applied it to an urban public school. The military hierarchy was replaced with teachers, assistant principals, principals, assistant superintendent and superintendent. We had to change only about ten words on the matrix!

The second camp in the organizational view of leadership includes a large number of writers who, while appearing to describe leadership in a variety of ways, actually use an organizational theory as their orienting framework. Perhaps the best case in point is the volume by Warren Bennis and Burt Nanus entitled, Leaders: The Strategies For Taking Charge.[6]

On the face of it, Bennis and Nanus are talking about visionary leadership or even ethical leadership. For example, they write, "'To manage' means 'to bring about, to accomplish, to have charge of or responsibility for, to conduct.' 'Leading' is 'influencing, guiding in direction, course, action, opinion.' The distinction is crucial. Managers are people who do things right and leaders are people who do the right thing."[7]

However, who did these authors study? Sixty CEO's, over half of whom were from the Fortune top 500 list. In other words, they studied positional leaders. In fact, they were filling in one column of boxes on the military chart. They were defining the skills and activities of a corporate positional leader equivalent to a general.

The media makes a similar identification of position and leadership. Almost every use of the word leadership in the media refers to the head of some group or organization. It's interesting to note that the first use of the word leadership in English was in 1834 and referred to "the head of the House of Commons."[8]

POWER THEORIES...In this view, the essence of leadership is power; it may or may not be positional. We all know people who passively occupy positions of authority, while people without impressive titles are moving mountains. Leadership as power involves making something happen. The something can be what the leader wants for himself or herself or it can be what others want. In the latter case, the leader's task is empowerment of followers.

One who focuses on the leader's goals is Barbara Kellerman, Associate Professor at the Institute For Leadership Studies at Fairleigh Dickinson University. In her edited volume Leadership:Multidisciplinary Perspectives,[9] she defines leadership as follows: "We can say that leadership is the process by which one individual consistently exerts more impact than others on the nature and direction of group activity. Or, more simply, the leader is the one 'who makes things happen that would not happen otherwise'." The making of a difference is of more interest than what difference is made.

If leadership is defined as making a difference, then leadership education would include the skills of persuasion, conflict analysis, utilization and resolution, political strategizing, organizing, manipulation, vested interest, assessment of opponents and development of winning strategies.

A second type of power theorist focuses more on empowerment of the followers than on accomplishing the will of the leader. Ronald Heifetz, creator and teacher in the midcareer program at the Harvard Kennedy School, defines leadership as the marshaling of resources so people can do their own work. Heifetz, a psychiatrist, objects to concepts of leadership that offer people an escape from responsibility for their own actions. The search for a magical leader to solve other people's problems is disastrous for society, he believes. Leadership empowers people to do their own work, not the work of "a leader."

This perspective links leadership to such skills as community organizing and coalition building. The content of the work is to be filled in by the empowered actors. Thus, in a curious way, empowerment becomes both the end and the means for human action.[10]

VISION THEORY...This view recognizes that power may have a place in any definition of leadership, but maintains that the really critical ingredient is vision. Leadership articulates directions for human action. Leadership scans current trends and points people toward a meaningful future.

Robert Tucker, in his volume Politics as Leadership, makes this point very clearly. What looks like a power volume really is a vision theory. Writes Tucker,..."Leadership is not the exercise of power for power's sake, nor is it the simulacrum of statesmanship that the rhetorician may produce by flattering the populace with his (sic) art of persuasion. It's an activity with utility for the polis, the activity of giving direction to the community of citizens in the management of their common affairs, especially with a view to the training and improvement of their souls."[11]

Harlan Cleveland, Dean of the Humphrey Institute, is similarly concerned about the direction of the society. Five years ago, Cleveland created the Education For Reflective Leadership Program. The original idea was to convene practitioners and theorists to think about the major societal trends and critical policy issues generated by those new trends. Participants would identify different scenarios for the future and within those varying contexts, take responsibility to act.

Another organization teaches visionary leadership in a different mode. Innovation Associates of Boston, Massachusetts, in their "Leadership and Mastery Program," actually teach visionary skills. These skills include the use of intuition, holistic systems thinking and future imaging.

ETHICAL ASSESSMENT THEORY...Leadership, in this view, is not only visionary, it intrinsically involves ethical reflection. In Politics as

Leadership, Tucker proposes that leadership "is not an ideal form of political rules; it is what we factually find when we study closely the political process. Consequently, in what follows we shall analyze leadership as a valued neutral phenomena." Later, however, on the same page, he says, "The problem of moral evaluation of political leadership will, however, arise for us at various points in the study."[12] Advocates of this view would say, Of course! Ethics is at the center of human action, and hence, at the center of leadership.

The most widely read advocate of this view is James MacGregor Burns in his Pulitzer Prize winning volume Leadership. For Burns, leadership is a subset of power. Naked power wielders seek to accomplish their own will. Leadership seeks to meet the needs of both leaders and followers. Writes Burns,..."Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources, so realize goals mutually held by both leaders and followers. . .Naked power, on the other hand, admits of no competition or conflict-there is no engagement."[13]

Burns was unique in his insistence that leadership is inherently ethical. Leadership, he contends, must be ethical on two counts: the character of the leader-follower relationship and its vision of human need. For Burns, the test of the leader-follower relationship is how the leader exercises power. If a person tries to impose his or her will on another, he or she becomes a tyrant. A leader, on the other hand, engages in dialogue and conflict with followers. He or she necessarily affirms the followers as an independent energy center, not simply objects to be acted upon.

For Burns, this ethical use of power must be combined with a vision of human need tied to basic human aspirations. Burns uses two need hierarchies, one from Abraham Maslow and the other from Lawrence Kohlberg's research on moral reasoning. Ideally, human beings move from lower levels to higher levels in the hierarchies. From Burns' view, leaders take followers up the hierarchies, while tyrants take them farther down the hierarchies.

Burns pioneered in arguing that ethics is at the heart of leadership. He was, and continues to be, criticized for doing so. Yet, in my view, he opened exactly the right door, but hesitated at the threshold. While asserting the critical role of ethical reflection in leadership, he drew upon social science theory that could not carry him to a complete analysis of ethical aspects of leadership. Neither Maslow nor Kohlberg based his arguments on ethical literature or ethical reasoning.

Furthermore, Burns did not discuss in depth the ambiguities and unforeseen consequences of the most high-minded ethical intent. Burns' theory does not explore the relationship between meaning and existence. In other words, he does not have a view of human evil that deepens the perplexities of leadership in a complex, morally ambiguous, world.

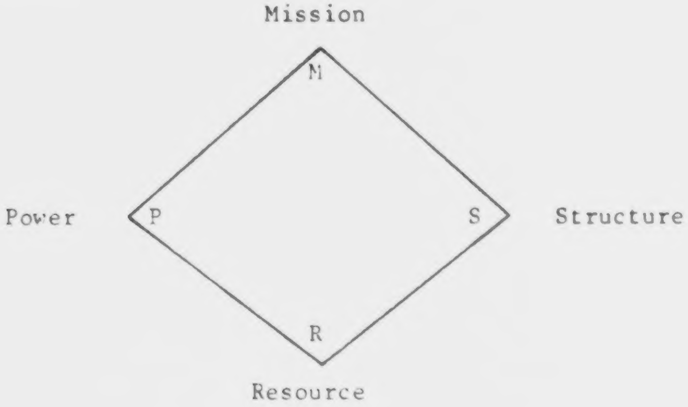
Public policy questions produce many gray areas, often forcing leaders to make poor choices among poor options. Full-blown ethical thinking about leadership, therefore, requires clarity and attention to the real world, even as it transcends the real world. This type of comprehensive thinking leads to a seventh view of leadership.

A SEVENTH VIEW

Each of the six schools described so far makes an important contribution to understanding leadership. Each standing alone, however, is inadequate. All six are needed and can best be understood and appreciated, I think, when organized, evaluated and supplemented from a seventh view.

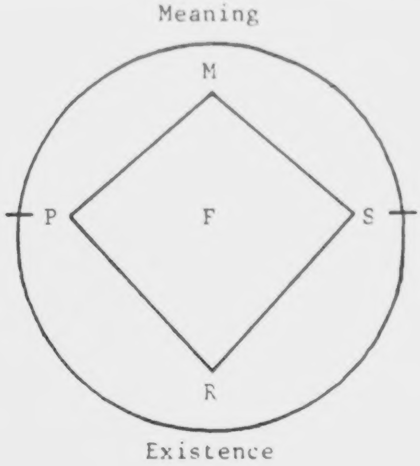
A FRAMING TOOL - SIX FEATURES OF HUMAN ACTION...To sort the six schools of leadership, I used a framing tool identifying six features of human action. Each school used one feature of human action as its primary organizing focus. The six features are: **Meaning, Mission, Power, Structure, Resources, Existence**. I'll begin with the middle four. They constitute the "Diamond" that I've used for 20 years as a teaching tool.

Mission is a direction term, that toward which human action moves.
Power is an energy term, that by which human action moves.
Structure is a form in process term, that through which human action moves.
Resource is a material term, that with which human action moves.



Then I add two other:

Existence is a limiting term, that from which human action moves.
Meaning is a significance giving term, that for which human action moves.



All six features, combined, lead to fulfillment, an embodiment term, that into which human action moves. Perhaps the best way to illustrate the meaning of the terms is to apply them to a real situation.

While writing this article I was deeply moved by a report on the CBS Sunday Morning Program that showed videotapes made by teenagers who were dying from cancer. The segment was entitled "Letters to the World" and permitted us to view how the teenagers were making sense out of their shortened lives. I want to describe what was on the show and relate it to the features of human action. The letters pinpoint which dimension of action is described.

Cancer sends your cells out of control (P). Children, in order to have some control (P) made tapes, in which they totally mastered (P) the process. The young people said that they could not tell their parents about the significance (ME) of their death, because when they looked in their parents' eyes all they saw was deep sadness. Thus the taping was a process for young people to exert control (P) in the face of a disease that had wrenched them (E) out of control (P). It brought their life experience (R) to bear as they searched for the meaning and significance (ME) of their lives and the lives of loved ones. Existence as finitude (E) interacted with ultimate meaning (ME) and significance as they sought ways to find fulfillment (F) in their final days.

This vignette embodied in microcosm the relation of ultimate limits and ultimate meaning as the context for human action.

With this illustration in mind, let us now return to the six leadership theories. As I said earlier, I used the six features of action as the organizing principle to illustrate how each school of thought focused on a particular aspect of human action. They match as follows:

Meaning - Assessed Vision
Mission - Vision
Power - Power
Structure - Organizational
Resource - Situation
Existence - Trait

Each view thus is partially true when tied to one feature of action, but each view alone distorts a total picture. A seventh, comprehensive view, is required to affirm each of the other views in a larger context.

LEADERSHIP: SO WHAT IS IT?...Leadership is a subset of human action. It encompasses all six views of leadership described earlier, yet reaches beyond each. It is more than the sum of its parts.

It is grounded in traits, yet the required skills are not exhausted by traits. It is sensitive to shifting situations, yet it recognizes complexities beyond situational theory's reach. It is shaped by roles and position, yet is greater than any organization hierarchy. It is activated by power, yet challenges the primacy of power. It is driven by vision, yet is not satisfied with just any direction. It is ethical, yet always tempered by an awareness of existence, ambiguities and unforeseen consequences.

Therefore, leadership is a particular kind of social ethical practice. My colleagues and I have concluded that it emerges when persons in communities, grounded in hope, are grasped by inauthentic situations and courageously act in concert with followers to make those situations authentic.

A few words in this definition deserve commentary.

Social: We are all social creatures. Rugged individualism is a fiction. We are persons in communities both linked together and separate. The metaphor, "No man is an island" is actually wrong. We are all islands, if we understand an island as a unique outcropping from a common land base.

Ethical: Ethics involves thinking and acting for the sake of others. In our model this includes enhancing responsibility, caring, empowerment, being fair, freeing people and guarding their place of dwelling.

Practice: Leadership is doing. Reflection informs and improves practice.

Hope: Leadership hopes. It is confident that involvement in life makes a worthwhile difference for the human community. Hopeless leadership is an oxymoron.

Grasped: Leadership is more a calling forth than a setting out to be. If people set out to be leaders, there is always the danger that followers will be manipulated to accomplish the leader's will. In my view, leadership is evoked by issues in the world that require action and demand our involvement.

Inauthentic-Authentic: Inauthentic situations violate our deepest sense of fulfillment. Inauthenticity involves irresponsibility, indifference, oppression, injustice, discrimination and even physical elimination. All of these activities distort our human essence and undermine our capacity to see, to know and to do. Leadership is quickened by inauthentic situations and seeks to increase responsibility, caring, empowering, fairness, freedom and dwelling.

Courage: Is power that is driven by a noble purpose. Aristotle locates courage between cowardice and rashness. Courage is the commitment to face and do what authenticity required.

With followers: At the deepest level leaders are not over followers (a mistake Burns makes), nor are they necessarily in front. They are with, in dialogue and compassion, articulating and acting on what both have in common, their shared humanity.

Skills in the seventh view include all those of the six camps, with more attention to ethical reflection, courage and human ambiguity and dilemmas.

Leadership empowers human beings to claim ultimate fulfillment. Thus leadership is not reducible to traits, skills, organization, power vision or even ethical vision alone. It is a fundamental and profound engagement with the world and human condition.

FOOTNOTES

1 Carrie Bassett, Barbara Crosby, Gerri Perreault, Greg Peterson, William Swenson, John Schneeweis.

2 See Isabel Briggs Myers, Gifts Differing, Consulting Psychologists Press, Inc., Palo Alto, Calif., 1983.

3 See Kenneth Blanchard et.al., Leadership and the One Minute Manager, Morrow and Co., N.Y., 1985.

4 IBID., p.69.

5 "Leadership for the 1970's" in Leadership Monograph Series, Monograph #8, Oct. 1976.

6 Warren Bennis & Burt Nanus, Leaders: The Strategies for Taking Charge, Harper & Row, N.Y., 1985.

7 IBID., p.21.

8 The Oxford English Dictionary credits Fonblanque with the earliest written mention of "leadership." In his England Under Seven Administrations the author introduced the word in a non-familiar political context: Is the leadership of the House to be conservatively settled by placing the minority in office?

9 Barbara Kellerman, Leadership: Multidisciplinary Perspectives, Prentice-Hall, Inc., N.J., 1984, p.70.

10 Material on Heifetz came from a leadership conference at which he and I were co-resource people. His thought is close to Hannah Arendt's work in The Human Condition.

11 Robert Tucker, Politics as Leadership, Univ. of Missouri Press, London, 1981, pp.2-3.

12 IBID., p.3.

13 James MacGregory Burns, Leadership, Harper, N.Y., 1978, p.18.

Incarnate Word College - San Antonio, TX Keith Tucker

THE LEADERSHIP SEMINAR

In the Leadership Seminar taught twice a week the mentor system is used. The course is conceived as a laboratory in which philosophical issues, theory, application and feedback can be integrated for an experience in leadership. It consists of lectures, readings, situational experiences, guest speakers and audio-visual materials involving various on-campus disciplines.

The objectives of the course are to: become knowledgeable of leadership theory and research; explore philosophical issues of leadership; experience and learn leadership skills; observe and try leadership skill in a real life situation; develop new communication skills; become more aware of oneself.

What follows is an excerpt from the course description about mentors adapted from The Promotable Woman by Norma Carr-Ruffino.

MENTORS

FINDING A MENTOR: Researchers consistently report that in order to "make it" one must have a mentor. A mentor is chosen from that group within an organization or agency which has power and influence. A mentor can make the road "to the top" much easier and less time consuming.

WHAT IS A MENTOR?: A mentor is a more experienced person at a higher level in your organization who takes a promising younger person as a protege. The mentor takes a personal, somewhat parental interest in the protege.

WHAT DOES A MENTOR DO?: Most mentors are especially helpful in the areas of self-presentation, positioning, and connecting--essential aspects of promotability.

A mentor can: teach, advise, counsel, coach, guide and sponsor; give insights into the business; serve as a sounding board for decision-making; be a constructive critic; provide necessary information for career advancement; show how to move effectively through the system; help cut through red tape at times; teach the "political ropes" and introduce you to the right people; stand up for you in meetings or discussions with your peers; suggest you as likely candidate when appropriate opportunities come along; increase your visibility; single you out from the crowd of competitors; provide an important signal to other people that you have backing, helping to provide you with an aura of power and upward mobility.

HOW DO YOU GET A MENTOR?: Men have an easier time getting a mentor than women do. Mentors tend to identify with their proteges, seeing themselves as they once were. However, it is even more important for women to get mentors as they usually have more barriers to overcome.

TIPS FOR FINDING A MENTOR: (1) Ask advice of potential mentors; ask intelligent, thoughtful questions; (2) Be sure you know where you want to go and are fully committed to getting there. Good mentors want to feel their efforts are not wasted; (3) Do everything you can to become a promotable manager; (4) Become visible within the organization; (5) Show that you are eager and able to learn; (6) Look around for potential mentors. The most likely candidate may be your boss. Plan to take the initiative. Look for someone who is relatively secure, powerful, and upwardly mobile; (7) Get to know potential mentors and see whether a sense of rapport develops; (8) Choose carefully. Be sure your mentor is respected and has influence (9) Communicate that you are fully committed to achieving your goals; (10) If you are still in college, look for a professor who might serve as a mentor. The teacher/student relationship can naturally deepen into mentor/protege. Your professor can throw many opportunities your way and even help you to land a job; (11) As a student, take advantage of internship programs. Good opportunity for work experience and the development of relationships that may later prove useful.

RESOURCE PERSONS IN LEADERSHIP EDUCATION

INTRODUCTION

The individuals in this list are respondents to a survey who indicated that they would be willing to serve as resource persons for the community of leadership educators. Most of them are currently either teaching a leadership course or directing a leadership program. Many are engaged in research, and a number have published leadership-related material in journals, books and reports.

Format of Resource Persons Listing

All entries include full name and address information. This data is current as of January 1987. Phone numbers are listed where provided by the survey respondents. Following the name and address information is a statement about whether the person is teaching a course or directing a program. The remainder of each entry may contain one or more of the following items:

1. **Research**--what research the individual has undertaken or is planning.

2. **Publications**--for those with large numbers of publications only selected publications are included.

3. **Resource Role**--this is probably the most valuable section to those seeking help, for it briefly sets forth the kind of help the person is willing to provide, and/or the area of the person's expertise.

State Index of Resource Persons

On page 477, following the main listing, is a index of resource persons by state (with Canadian listings following U. S. listings). The city of each resource person is included also.

RESOURCE PERSONS IN LEADERSHIP EDUCATION

DR. MARIANNE ALEXANDER
Executive Director
Public Leadership Educ Network
Goucher College
Towson, MD 21204
Phone: 301-337-6291
Teaching course or Directing prog? Yes
Publications: AAC publication in Spring--article on women and leadership.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MR. STANLEY J. ALTSCHULER
Executive Dir, Leadership America
International Leadership Center
1600 Two Turtle Creek Village
Dallas, TX 75219
Teaching course or Directing prog? Yes
Research: We will do extensive research, both longitudinal and selection-oriented, based on the 50 students who participate in our annual Leadership America summer programs.
Resource Role: Willing to discuss aspects of developing national leadership-development or leadership-recognition programs for college students.

DR. SARA ARTHUR
Director, Student Life
New York University
Loab Student Ctr., 566 La Guardia
New York, NY 10012
Teaching course or Directing prog? No

DAVID C. BALLINGER
Vice Pres, Academic Affairs
Cincinnati Technical College
3520 Central Parkway
Cincinnati, OH 45223
Teaching course or Directing prog? No
Publications: Most recent is Ohio Association of Two Year Colleges.
Research: Cooperative education--Employer perspective.
Resource Role: Technical education, cooperative education.

PROFESSOR BERNARD BASS
School of Management
State Univ of NY at Binghamton
Binghamton, NY 13901
Teaching course or Directing prog? Yes
Publications: Books: Stogdill's Handbook of Leadership. Leadership and performance beyond expectations. Organizational decision making. People, work and organizations. Interpersonal communication in organizations. Others. 270 articles, chapters, etc.
Research: Leadership processes; small groups; personality assessment; organizational effectiveness; cross-cultural effects; management functions; personnel management objectives; decision making; communications.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MR. HENRY S. BAUSUM
Professor of History
Dept of History & Politics
Virginia Military Institute
Lexington, VA 24450
Phone: 703-463-6338
Teaching course or Directing prog? Yes
Publications: Editor, John Biggs Cincinnati Lectures in Military Leadership (1986).
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. I can indicate a role that history can play in leadership studies.

MR. ROBERT BAYNARD
Assistant to the Vice President
Duke University
4875 Duke Station
Durham, NC 27706
Teaching course or Directing prog? No
Resource Role: Interested in keeping in touch with the research & activities of CCL. Will take a more active role in the future.

STEPHANIE BEARDSLEY
Director of Residence Life
Univ of California - Davis
146 Student Housing-UCD
Davis, CA 95616

Teaching course or Directing prog? No
Resource Role: Conference presentations, consultation, provide materials, generate research ideas.

DR. JACQUELINE D. BENAMATI
Vice Pres for Student Services
University of Bridgeport
126 Park Avenue
Bridgeport, CT 06602
Phone: 203-576-4298
Teaching course or Directing prog? No

MS. KAREN BERGHER
Director, Student Activities
Cypress College
9200 Valley View Street
Cypress, CA 90630
Phone: 714-826-3360
Teaching course or Directing prog? Yes
Research: Providing leadership programs for the non-traditional community college student.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. NEAL R. BERTE
President
Birmingham-Southern College
Box A-2, 800 8th Avenue, West
Birmingham, AL 35254
Teaching course or Directing prog? Yes
Publications: ACE, AAC, Educational Record, Liberal Learning, Jossey-Bass Books
Research: As published in above.
Resource Role: Depends on the situation and time available.

LT. COL. PATRICK BETTIN
Assoc Professor, Leadership & Mgt
U. S. Military Academy
West Point, NY 10996
Teaching course or Directing prog? Yes
Research: Leader experience, cognitive skills, values, and leader development.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. RICHARD S. BLACKBURN
Associate Professor
University of North Carolina
School of Business Administration
Carroll Hall 012A
Chapel Hill, NC 27514
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--if time and schedule allow.

MR. ALLEN G. BLEZEK
Executive Dir, Nebraska LEAD Prg
Nebraska Agri/Leadership Council
University of Nebraska
302 Agricultural Hall
Lincoln, NE 68583-0709
Teaching course or Directing prog? Yes
Publications: In progress.
Research: Five year evaluation of effects of program.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

SARA BOATMAN
Dir, Campus Activities & Programs
University of Nebraska
200 Nebraska Union
Lincoln, NE 68588-0453
Phone: 402-472-2454
Teaching course or Directing prog? Yes
Publications: Campus Activities Programming--Bulletin of the Association of College Unions; Journal of College Student Personnel.
Research: Volunteer organization communication; leadership skill assessment and validation; ethical leadership.
Resource Role: Presentations, writing; facilitation of discussions at regional meetings.

DR. GRADY BOGUE
Chancellor
LSU-Shreveport
8515 Youree
Shreveport, LA 71115
Teaching course or Directing prog? Yes

KIP BOLLINGER
Adult Education Advisor
Pennsylvania Dept of Education
649 Devonshire Drive

Carlisle, PA 17013
Phone: 717-249-7359
Teaching course or Directing prog? No

MR. ROBERT G. BOTTOMS
President
Depauw University
Greencastle, IN 46135
Teaching course or Directing prog? No
Resource Role: Panels; occasional speeches; attend conferences.

DR. ZEDDIE BOWEN
University of Richmond
Provost's Office
Richmond, VA 23173
Teaching course or Directing prog? No
Resource Role: I have a "generalists" interest in teaching leadership in colleges and universities.

MR. ROBERT BOWERS
Commerce Division Chairman
Fairmont State College
Fairmont, VA 26554
Teaching course or Directing prog? Yes
Resource Role: Attend conferences.

MR. STEPHEN BOYD
Director, Washington Governors' School for Citizen Leadership
Seattle Univ, 310 Campion Tower
914 East Jefferson
Seattle, WA 98122
Teaching course or Directing prog? Yes
Publications: "On the Beam" -- Newsletter of New Horizons in Learning.
Research: Critical thinking; curriculum design; mentoring.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. RICHARD BREDENBERG
Professor Emeritus
Eckerd College
P.O. Box 12560
St. Petersburg, FL 33733
Teaching course or Directing prog? Yes
Resource Role: Promote leadership development program. Present Innovative Problem Solving.

RUTH A. BRETHEIM
Associate Dean of Students
St. Olaf College
Northfield, MN 55057
Teaching course or Directing prog? Yes
Resource Role: Provide information to others & attend regional conferences as we establish leadership development programs in institutions of higher education.

MS. MARGARET A. BRIGGS
Chair, Home Economics
Montana State University
Bozeman, MT 64468
Teaching course or Directing prog? Yes

MR. JOHN LOTT BROWN
President
University of South Florida
Tampa, FL 33620
Phone: 813-974-2741
Teaching course or Directing prog? No
Resource Role: Talk re presidency of University, College; participate in seminars, etc.

MS. MARTHA L. BROWN
Director of Student Activities
Creighton University
Brandeis 107
2500 California Street
Omaha, NE 68178
Teaching course or Directing prog? Yes
Publications: I have been writing about our leadership program for publication in various source books.
Resource Role: I am willing to provide information about our program & to be involved in panels and study groups concerning leadership education.

MR. RICHARD BROWN
P. O. Box 17791
Montgomery, AL 36117
Teaching course or Directing prog? Yes
Publications: The Record--Middle School Journal
Research: Organizational self esteem.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Provide training to others.

RESOURCE PERSONS IN LEADERSHIP EDUCATION

DR. DAVID BRUCE
Director, Intl Business Council
Georgia State University
One Park Place So., Suite 1001
Atlanta, GA 30303
Teaching course or Directing prog? Yes
Publications: Brazilian technocrats and economic development policy. Public Administration and Development, Volume 5, No. 2 (1985).
Research: Role of economic and political elites in development strategy.
Resource Role: Comparing the U.S. with developing countries in terms of the role played by elites.

MR. JOSIAH BUNTING III
President
Hampden-Sydney College
Hampden-Sydney, VA 23943
Phone: 804-223-4381
Teaching course or Directing prog? No

JOSEPH CALIGURI
Chair, Div of Educational Admin
School of Education
University of Missouri
5100 Rock Hill Road
Kansas City, MO 64110
Teaching course or Directing prog? Yes
Publications: Problem Defining in Administration: Teacher Morale & Motivation.

MR. ALFRED O. CANON
Vice Chancellor, Univ Rels
University of NC at Asheville
One University Heights
Asheville, NC 28804
Teaching course or Directing prog? Yes
Resource Role: Community leadership programs, both for 28-45 year old leaders and for seniors (65+)

CHRISTINE CARLSEN-JONES
University of Michigan
2304 Michigan Union
530 S. State Street
Ann Arbor, MI 48109
Phone: 313-763-5900
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Whatever I can do within time & costs constraints.

DR. GLEN A. CHAMBERS
Director, Student Life
Student Activities Office
Catonsville Community College
800 South Rolling Road
Catonsville, MD 21228
Teaching course or Directing prog? Yes
Research: Follow-up study: Student leaders and impact of training.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. JACK CHRIST
Director, Leadership Institute
Ripon College
Box 248
Ripon, WI 54971
Teaching course or Directing prog? Yes
Publications: Leadership skills and values (videotape series which I am producing).
Research: Biographical research on practicing leaders.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. I can also make videotapes available on a range of topics.

LT. COL. BILL CLOVER
Dir of Organizational Support
USAF Academy
Dept of Behav Sci & Leadership
Colorado Springs, CO 80840-5701
Teaching course or Directing prog? Yes
Research: Relationship of transformational leadership variables to role modeling.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MS. PATRICE COLEMAN-BOATWRIGHT
Director, Campus Life
Trenton State College
Office of Campus Life, CN4700
Trenton, NJ 08650-4700
Phone: 609-771-2466
Teaching course or Directing prog? Yes

Publications: Association of College Unions--International Bulletin
Research: Primarily in the area of multicultural awareness training.
Resource Role: Willing to discuss the TSC Leadership Development Program. Also present workshops in multicultural awareness.

DR. ROSS F. CONNER
Associate Professor
Program in Social Ecology
Univ of California at Irvine
Irvine, CA 92717
Phone: 714-856-5575
Teaching course or Directing prog? Yes
Research: A limited amount associated with a leadership development group of which I am a part.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--plus sharing ideas with others involved in teaching leadership and in researching and evaluating leadership programs and theories.

JULIE CONYERS
Leadership Coordinator
Univ of Texas at El Paso
102 Union West, P.O. Box 630
El Paso, TX 79968
Teaching course or Directing prog? Yes
Research: 1) Disclosure in Mexican-American families & its implications on leadership and org development. 2)Impact of leadership training in freshman year as compared to no leadership training. 3) Myers Briggs type indicator and freshman leader.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--as schedule permits.

MR. ROBERT P. CORMAN
Executive Director
The Fund for New Jersey
57 Washington Street
East Orange, NJ 07017
Teaching course or Directing prog? No
Research: Research is being done for my organization under grants we are providing.
Resource Role: I can be helpful in describing effective approaches to high school leadership programs, particularly in urban districts.

DR. SYLVIA R. COWAN
President
Cowan Associates
59 Sacramento St.
Cambridge, MA 02138
Teaching course or Directing prog? Yes
Research: Cross-cultural studies of leadership and management.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Interested in sharing/communicating with others, particularly with reference to cultural dimensions of leadership / women's studies in leadership.

DR. SALENE COWHER
Director, Career Center
Queens College
1900 Selwyn Avenue
Charlotte, NC 28274
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. THOMAS E. CRONIN
McHugh Professor of American Institutions & Leadership
The Colorado College
Colorado Springs, CO 80903
Phone: 303-475-1900
Teaching course or Directing prog? Yes
Publications: Several articles, author or co-author of six books.
Research: Leadership and governance. Presidential leadership.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--if time is available.

DR. WILLIAM M CROSS
Assoc Professor of Psychology
Onondaga Community College
Syracuse, NY 13215
Teaching course or Directing prog? Yes
Research: Leadership in family-owned organizations. Leadership and

isolation. Team building. Creative leadership.
Resource Role: Serve on a panel; give a talk; provide information to others.

DR. JAMES A. CRUPI
President, Leadership America
International Leadership Center
1600 Two Turtle Creek Village
Dallas, TX 75219-5419
Teaching course or Directing prog? Yes
Research: Community leadership research.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

COMMANDER DONALD J. CURRAN
Chairman
Department of Leadership & Law
U. S. Naval Academy
Annapolis, MD 21402
Teaching course or Directing prog? Yes

DR. LINDA SCOTT DEROSIER
Professor of Psychology
College of Idaho
2112 Cleveland
Caldwell, ID 83605
Phone: 208-459-1505
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. L. LINTON DECK
Chairman, Dept of Educ Leadership
Vanderbilt University
P.O. Box 514 - Peabody
Nashville, TN 37203
Phone: 615-322-8000
Teaching course or Directing prog? Yes
Resource Role: Conferences.

LARRY DECKER
Associate Professor
University of Virginia
405 Emmet Street Ruffner
Charlottesville, VA 22903
Phone: 804-924-0866
Teaching course or Directing prog? Yes
Publications: Community Education Journal
Research: Proposal development and planning for U.S. Dept. of Education. Leadership in Educational Administration and Development.
Resource Role: Sharing information. Pre-service and in-service leadership development.

DR. JAMES E. DEEGAN
Dean of Special Programs
Eckerd College
P.O. Box 12560
St. Petersburg, FL 33733
Teaching course or Directing prog? Yes
Resource Role: Presentations; consulting.

MR. RANDALL E. DODGE
Dir of Leadership Development
Taylor University
Office of Leadership Development
Upland, IN 46989
Teaching course or Directing prog? Yes
Research: Comparing grade point averages of student leaders with population.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. I am interested in participating as needed.

MR. JOHN R. DRAYER
Vice President, Academic Affairs
Gardner-Webb College
Boiling Springs, NC 28017
Teaching course or Directing prog? No
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. I can provide insight from experience in educational leadership--six years experience as Chief Academic Officer.

JACK DRURY
Dir, Wilderness Recreation Ldshp
North County Community College
P. O. Box 89
Saranac Lake, NY 12983
Teaching course or Directing prog? Yes
Publications: Association for Experiential Education Journal. Working on a wilderness leadership instructor's manual.

Resource Role: We are working on the decision-making process and evaluation of outdoor leadership skills.

MS. SUSAN C. DUGAT
Lecturer, Leadership Development
Hankamer School of Business
Baylor University
Waco, TX 76798
Teaching course or Directing prog? Yes
Research: Gathering data on young women who are becoming, or choosing whether or not to become, mothers as they continue to climb the corporate ladder--how they think they will manage an upwardly-mobile career and motherhood, and ultimately if they did manage.
Resource Role: My strengths are in interpersonal relationships & group dynamics. My research studies today's leaders and their interaction with their followers.

EDWARD EASTON
Director, Leadership Development
National Wildlife Federation
1412 16th St., NW
Washington, DC 20036
Phone: 202-637-3787
Teaching course or Directing prog? Yes
Publications: The Leader (monthly newspaper).
Resource Role: I am starting an educational institution to train and develop volunteer conservation leaders.

KARIN EISELE
Executive Director
CORO Foundation
95 Madison Avenue
New York, NY 10016
Phone: 212-683-8841
Teaching course or Directing prog? Yes
Publications: Internal reports and training exercises.
Research: Essentially our own programs serve as research within field of leadership development.
Resource Role: With my colleagues in St. Louis, San Francisco & Los Angeles would be eager to take a more active role in your efforts--finances limit this.

MR. L. PHILLIP EWALD
Vice President and Secretary
National Executive Service Corps.
622 Third Avenue
New York, NY 10017
Teaching course or Directing prog? Yes
Publications: Speeches, newspaper and magazine articles.
Research: Leadership development for all ages.
Resource Role: Any valuable function, locally or nationally, on the subject.

MR. RUSSELL FANELLI
Asst Professor of Management
Western New England College
1215 Wilbraham Road
Springfield, MA 01119
Phone: 413-782-3111 x558
Teaching course or Directing prog? Yes
Research: I'm reading religious and ethical writings for their implications for leadership, a la The Tao of Leadership, by John Heider.
Resource Role: I am happy to act as a resource person. I have six years of experience helping to train leaders in Western Mass.

DR. DAVID FARRELL
Assoc. Dean of Student Life
Sonoma State University
Rohnert Park, CA 94928
Phone: 707-664-2391
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Very interested in all facets of this important endeavor.

DR. RICHARD FEINBERG
Associate Professor
Purdue University
Dept of Consumer Sci & Retailing
West Lafayette, IN 47907
Phone: 317-494-8301
Teaching course or Directing prog? Yes
Research: Leadership in service industries.

Resource Role:
Talks/panels/conferences on, (a) leadership in service industries, and (b) effects of leadership courses on undergraduates.

ROBERT S. FENN
National Director of Training
The Travelers Companies
One Tower Square
Hartford, CT 06183
Phone: 203-277-7256
Teaching course or Directing prog? Yes
Publications: Chapter in ASTD Handbook to be published in 1987.
Research: Executive competencies--including longitudinal study.
Resource Role: Will be pleased to participate in studies, speak or participate in conferences, share data.

ROBERT E. FILLINGER
Professor of Christian Education
Gordon-Conwell Theological Semn
South Hamilton, MA 01982
Phone: 617-468-7111
Teaching course or Directing prog? Yes
Resource Role: I am interested in participating, but at the present time my schedule doesn't permit anything more.

RESA FREMED
Executive Director
SUNY Purchase Westchester Prtrshp
State University of NY-Purchase
Humanities Bldg., Room 1055
Purchase, NY 10577
Phone: 914-253-5137
Teaching course or Directing prog? Yes
Resource Role: Develop and administer programs for school administrators, students, community and business members in the fields of leadership/management.

DR. WILLIAM C. FRIDAY
President
William R. Kenan, Jr. Fund
P. O. Box 3808
Chapel Hill, NC 27515-3808
Phone: 919-962-8150
Teaching course or Directing prog? No

DR. ROBERT C. FULTON III
Director of Honors
University of TN-Chattanooga
Chattanooga, TN 37403
Phone: 615-755-4128
Teaching course or Directing prog? Yes
Resource Role: If time permits, I'd be glad to serve as panelist and speaker, although I am not "professionally" involved in leadership scholarship, and have had only limited experience.

KENT L. GARDNER
Assoc Vice Pres, Student Affairs
Univ of Texas at Arlington
UTA Box L9348
Arlington, TX 76019
Phone: 817-273-2354
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MS. LOIS W. GEIB
Associate Dean of Students
Hood College
Fredrick, MD 21701
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--but only within a couple of hours of Hood.

MR. ROBERT E. GEORGES
Assoc Dean & Dir, Undrgrd Bus Ad
The Ohio State University
1775 College Road
Columbus, OH 43210
Phone: 614-882-9371
Teaching course or Directing prog? No
Research: American business leadership.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. BARBARA W. GERBER
Prof of Counseling & Psych Servcs
State Univ of New York at Oswego
Oswego, NY 13126

Phone: 315-341-4051
Teaching course or Directing prog? Yes
Resource Role: Very much interested in how women obtain and use power and leadership positions.

NEIL GIULIANO
Coordinator, Student Dev Programs
Student Life
Arizona State University
Tempe, AZ 85287
Teaching course or Directing prog? Yes
Resource Role: My skills are in speaking, leadership retreats and workshops, and organizational development through leadership.

MR. WILLIAM J. GRACE
Director
Office for Student Leadership
Seattle University
Broadway and Madison
Seattle, WA 98122
Phone: 203-626-6782
Teaching course or Directing prog? Yes
Research: Women and leadership; moral judgement and leadership; leadership and community service.
Resource Role: Coordinating an annual Leadership Conference in the Northwest; willing to serve as a panel member or give presentation at national conf. Also available as consultant for schools launching programs.

MR. MICHAEL J. GRANT
Executive Asst to the President
University of Bridgeport
Waldemere Hall
Bridgeport, CT 06601
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. STEPHEN G. GREEN
Associate Professor
University of Cincinnati
College of Business Administratn
Cincinnati, OH 45221-0165
Phone: 513-475-7120
Teaching course or Directing prog? Yes
Publications: Journal of Applied Psychology, 1986, 71(1), 56-60.
Research: A test of the Hersey & Blanchard leadership model; socialization and exchange processes.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--given time constraints.

MS. LINDA HALDORSON
Dir, President's Leadership Class
University of Colorado at Boulder
Campus Box 7
Boulder, CO 80309
Phone: 303-492-8342
Teaching course or Directing prog? Yes
Resource Role: Panelist, provide information, serve as a resource, attend conferences.

MS. MARSHA PAUR HALL
Director, Professional Leadership
Program & External Affairs
School of Management
Rensselaer Polytechnic Institute
Troy, NY 12180-3590
Phone: 518-266-6586
Teaching course or Directing prog? Yes
Research: Early identification of management talent (EIMT), prediction of performance.
Resource Role: I have experience in program development and identification of leadership potential with technically-trained managers.

DR. PETER K. HAMMERSCHMIDT
Associate Professor of Economics
Eckerd College
P.O. Box 12560
St. Petersburg, FL 33733
Teaching course or Directing prog? Yes
Research: Leadership development's relationship to human resource economics.
Resource Role: Leadership development programs: Their development and implementation.

RAYMOND T. HANDY
Associate Professor
Tuskegee University
Dept of Vocational & Tech Educ
P.O. Drawer KK
Tuskegee Institut, AL 36088

Phone: 205-727-8579
Teaching course or Directing prog? Yes
Research: Have students present latest ideas on management, strategic thinking, leader traits, creativity, and the psychology of achievement.
Resource Role: Present lectures, discussions, or conferences on the concepts of leadership.

DR. ERVIN C. HARGROVE
Professor of Political Science
Vanderbilt University
Box 1714, Station B
Nashville, TN 37235
Phone: 615-322-6234
Teaching course or Directing prog? No
Publications: Book on Leadership and Innovation (Johns Hopkins Press, 1987).
Research: Study of public administrators with "impossible jobs."
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

BRUCE HARSHBARGER
Director of Student Development
Univ of North Carolina,Greensboro
Elliott Center, UNCG
Greensboro, NC 27412
Phone: 919-334-5800
Teaching course or Directing prog? Yes
Publications: Model for college student leadership development program currently in works for college student affairs journal.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Dissertation in progress in Higher Ed Admin. Most of leadership training, facilitation, and experience in context of college students

MR. ALEX HARTLEY
Director of Training
Coro Foundation
4219 Laclede
St. Louis, MO 63108
Teaching course or Directing prog? Yes
Research: The role of general semantics in leadership training.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. THOMAS R. HARVEY
Chairman, Educational Management
University of LaVerne
1950 Third Street
LaVerne, CA 91750
Teaching course or Directing prog? Yes
Publications: Western cities. Journal of Higher Education. Community College Review.
Research: Futures and environmental scanning. Change strategies. Directive collaboration

MS. PATRICIA C. HARWOOD
Dean
Westhampton College
University of Richmond
Richmond, VA 23173
Teaching course or Directing prog? No
Resource Role: Leadership development for women, campus-wide, and in the larger society. As an administrator I need to keep abreast of ideas, developments.

DR. GERALD G. HAWKINS
Assoc Vice Chancl for Stud Affair
North Carolina State University
Box 7316
Raleigh, NC 27695
Teaching course or Directing prog? Yes
Research: Program evaluation--14 year old N.C. Fellows Program.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MR. RONALD L. HEIFETZ
Lecturer
Harvard University
J. F. Kennedy School of Govt
Cambridge, MA 02138
Teaching course or Directing prog? Yes
Publications: Chapter in: Power of Public Ideas (Edited by R. Reich. Ballinger, 1987); book on leadership.
Research: Theoretical and teaching methodology.
Resource Role: Serve on a panel, give

a talk, provide information, attend conferences--plus host teachers to observe what we do here at Harvard.

MR. HOWARD G. HENDRICKS
Professor and Chairman
Center for Christian Leadership
Dallas Theological Seminary
3909 Swiss Avenue
Dallas, TX 75228
Phone: 214-824-3094
Teaching course or Directing prog? Yes
Publications: Book on modeling and mentoring.
Research: Ascertaining current leadership problems in the local church; relation of the staff and the church board.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--though my schedule is very heavy, leaving me limited time for speaking.

DR. WILLIAM HILL
Assistant Professor
Bryant College
Social Sciences
Smithfield, RI 02917
Phone: 401-232-6237
Teaching course or Directing prog? Yes
Resource Role: Participation as a panelist or information source would be most appropriate at this point.

ADRIENNE D. HILLERY
George Mason University
4400 University Dr, SUBI-305
Fairfax, VA 22030
Teaching course or Directing prog? Yes
Resource Role: Provide information to others.

DAVID HOARD
Director, Symposia Division
The Washington Center
514 10th Street, NW, Suite 600
Washington, DC 20004
Teaching course or Directing prog? Yes
Research: Developing models for mentorning and community leadership projects.
Resource Role: Providing models of programming for practical systems to develop leadership.

MR. JAMES A. HODGES
Professor of History
College of Wooster
Wooster, OH 44691
Teaching course or Directing prog? Yes
Research: Not directly, but history courses and research in labor history complement.
Resource Role: Information on teaching a broad comprehensive liberal arts leadership course (multi-disciplinary).

PROFESSOR EDWIN P. HOLLANDER
Department of Psychology
Park Hall
SUNY Buffalo
Buffalo, NY 14260
Teaching course or Directing prog? Yes
Publications: Recent publications include: Leadership & power (chapter in Lindzey & Aronson, Handbook of Social Psychology), and Leadership dynamics (1984 book published by Free Press)
Research: Leadership and innovation in diverse organizations.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MR. CARL HOLM
Associate Dean of Students
Northern Michigan University
401 Cohodas Admin. Center
Marquette, MI 49855
Teaching course or Directing prog? Yes
Resource Role: Provide information to others, attend regional conferences, participate on panel.

DR. LORENE HOLMES
Chairperson, Div of Business Adm
Jarvis Christian College
P. O. Drawer G
Hawkins, TX 75765
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel; provide information to others -- relative to field of leadership and human relations.

MR. ALBERT J. INGLEY
3185 Somerset Drive
Shaker Heights, OH 44122
Phone: 216-561-3414
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. I would contribute a different viewpoint: one of a businessman compared to academician.

DR. SCOTT G. ISAKSEN
Center for Studies in Creativity
State Univ College at Buffalo
1300 Elmwood Ave.
Buffalo, NY 14222
Teaching course or Directing prog? Yes
Resource Role: Interested in keeping up to date in the field.

DR. THEODORE W. IVARIE
Dean, College of Business
Eastern Illinois University
111 Blair
Charleston, IL 61920
Teaching course or Directing prog? No
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. LEE E. JACOKES
Assoc Professor of Psychology
Aquinas College
1607 Robinson Road, S. E.
Grand Rapids, MI 49506
Phone: 616-459-8281 x468
Teaching course or Directing prog? Yes
Research: Personality traits of community leaders related to task/relationship measures.
Resource Role: The teaching of leadership, community leadership development.

DR. ALICE JEGHELIAN
Dir of Professional Development
Boston College
Chestnut Hill, MA 02167
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Discussing how to apply the principles to the development needs of middle level managers, AND senior level.

MS. GWENDOLYN E. JENSEN
Provost and Dean of the College
Marietta College
215 Fifth Street
Marietta, OH 45750
Phone: 614-374-4740
Teaching course or Directing prog? Yes
Resource Role: Speak on the subject of getting a program started. Marietta was given 5.5 million dollars for program. Challenge: what to do with the money.

ROBERT G. JERUS
Chair, Div of Business Admin
Northwestern College
3003 N. Snelling Avenue
Roseville, MN 55113
Phone: 612-631-5357
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--as needed.

MS. ALICE JONES
Research Coordinator, Leadership
JFK School of Govt, Harvard Univ
79 JFK Street
Cambridge, MA 02138
Teaching course or Directing prog? No
Publications: Analysis of survey evaluating leadership education at the Kennedy school. Leadership & learning in the dynamics of problem solving groups.
Research: Graduates' evaluation of training as applied in daily professional & personal lives 12 mo. after completing leadership course. Individual & group interactions leading to problem solving/definition in 12-week leadership course.
Resource Role: Sharing & exploring with others a concept of leadership as helping groups to face, define & find solutions for problematic realities.

DR. LAMBROS KARRIS
Professor of Psychology
Husson College

One College Circle
Bangor, ME 04401
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Leadership development; leadership aspirations.

DR. JOSEPH F. KAUFFMAN
Professor Emeritus of Educ Admin
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706
Teaching course or Directing prog? No
Publications: Selection of college and university presidents; At the pleasure of the board: The service of the college and university president.

MR. JAMES F. KEITH, JR.
Interim Dean of Students
Guilford College
5800 West Friendly Avenue
Greensboro, NC 27410
Phone: 919-292-5511
Teaching course or Directing prog? No
Resource Role: Participation in research program, attend conferences, encourage leadership studies.

DR. BARBARA KELLERMAN
Fairleigh Dickinson University
Institute for Leadership Studies
131 Temple Avenue
Hackensack, NJ 07601
Phone: 201-692-2636
Teaching course or Directing prog? Yes
Publications: Leadership: Multidisciplinary perspectives; Political leadership: A source book; All the President's kin: Their political roles; Making decisions; Leadership & negotiation in the Middle East; Introversion in the oval office; others.
Research: Political leadership; historical leadership studies; decision making.
Resource Role: Presenter; speaker; panelist; media engagements.

HERBERT KINDLER, PH.D.
Professor of Management
Loyola Marymount University
Loyola Blvd. at West 80th St.
Los Angeles, CA 90045
Phone: 213-459-6052
Teaching course or Directing prog? Yes
Publications: Training and Development Journal, Personnel.
Research: Stress management; managing conflict.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--in area of stress management and managing interpersonal conflict/disagreement.

MR. HARRY KISKER
Vice Provost & Dean of Students
Washington University
1 Brookings Drive, Box 1136
St. Louis, MO 63130
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--on a limited basis.

DR. JERRY W. KOEHLER
Chairman, Dept of Management
University of South Florida
Dept of Management BSN 3202
4202 Fowler Ave.
Tampa, FL 33620
Teaching course or Directing prog? No
Publications: The corporation game: how to win the war with the organization and make them love it; Organizational communication: Behavioral perspectives; Public communication for business and the professions.
Research: Leadership-climate variables.
Resource Role: Consultation; keynote speaker; media appearances.

DR. JOHN J. KORNACKI
Fellow & Assoc for Leadership Dev
Resources for the Future
1616 P Street, NW
Washington, DC 20036
Teaching course or Directing prog? No
Publications: Resourses.
Research: Rural development and community leadership.

Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MR. CHARLES P. KRAEMER
Assoc Professor of Psychology
LaGrange College
LaGrange, GA 30240
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. JOEL KRUGGEL
Director, Leadership Development
Westmont College
955 La Paz Road
Santa Barbara, CA 93108
Phone: 805-969-5051
Teaching course or Directing prog? Yes
Research: Spiritual formation & leadership development.
Resource Role: Role of faculty as mentors in leadership development. Utilizing the case study method (student experiences) in leadership dev. program.

DR. FLORENCE C. LADD
Director, Education Program
Oxfam America
115 Broadway
Boston, MA 02142
Teaching course or Directing prog? No

DR. RYAN A. LAHURD
Vice Pres for Academic Affairs
Augsburg College
731 21st Avenue South
Minneapolis, MN 55454
Teaching course or Directing prog? Yes
Research: Assessment of leadership skills and capabilities; creativity and problem solving.
Resource Role: Our program of liberal arts courses designed for leadership development and a parallel assessment center is, I believe, a unique model. I would be interested in sharing our experience.

MS. MARY BETH LEPKOWSKY
Student Activities Advisor
Univ of California, Santa Barbara
Activities Planning Center
UCEN 3151, UCSB
Santa Barbara, CA 93106
Phone: 805-961-4568
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. I would be happy to help in any way I can. Primary resources are in areas of leadership course and peer advising programs.

MR. RUSSELL LEVENSON, JR.
Assistant to the President
Birmingham-Southern College
Box A-2
Arkadelphia Road
Birmingham, AL 35254
Teaching course or Directing prog? Yes
Publications: Writing for Sourcebook.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MR. RONALD G. LEWIS
Professor
Arizona State University
3715 S. Dorsey Lane
Tempe, AZ 85282
Phone: 602-897-8833
Teaching course or Directing prog? Yes
Publications: Just finished class for "Indian Leadership" with 18 tribes. Will write this up.
Resource Role: Want to create university class--not just for Indians but all students.

DR. JEANNE LINDHOLM
Assistant Professor
College of William and Mary
School of Business Admin
Williamsburg, VA 23185
Phone: 804-253-4048
Teaching course or Directing prog? Yes
Research: Comparing mentor-protege relationships with supervisor-subordinate relationships.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences, as time permits.

DR. RANDALL B. LINDSEY
Division Chair

California State University
5151 State University Drive
Los Angeles, CA 90032
Phone: 213-224-3784
Teaching course or Directing prog? Yes
Publications: Equity through Excellence.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Educational change for underrepresented populations.

MS. SUSAN LOVANCE
Director
Smith College
Smith Management Program
Northhampton, MA 01063
Phone: 413-584-6660
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--as they relate to general management education for high potential mid-managers.

DR. CLIFF B. LOWERY
Dean of Students
University of NC at Greensboro
Elliott Center
Greensboro, NC 27412-5001
Teaching course or Directing prog? Yes
Publications: Volunteerism as citizen participation.
Resource Role: Conferences, panels--review what we have tried here, talk about programs and efforts.

MS. NANCY J. LUCAS
Assoc Dir of Leadership Programs
Ohio University
204 Baker Center
Athens, OH 45701-2988
Phone: 614-593-4025
Teaching course or Directing prog? Yes
Publications: ACPA Commission IV Newsletter: Interchange.
Resource Role: Educating others about building effective leadership programs. Discussing model leadership educ. programs. Designing high school programs.

MR. HENRY LUCE III
President
Henry Luce Foundation, Inc.
720 Fifth Avenue, Suite 504
New York, NY 10019
Teaching course or Directing prog? No
Resource Role: This field is within the foundation's program and grant-making scope. As a result, I have given the topic some thought & can speak about it.

MR. GENE LUNA
Assistant Director of Housing
University of Florida
Gainesville, FL 32611
Teaching course or Directing prog? Yes
Publications: Writing dissertation in area.
Research: University governance/decision-making.
Resource Role: Regional/national conferences, provide information, panel member, consulting.

MS. MARYANNE LUSTGRAAF
Director, Memorial Union
University of North Dakota
University Station
Grand Forks, ND 58202
Teaching course or Directing prog? Yes
Publications: Association of College Unions--International Bulletin
Research: Gender differences in leadership styles and adaption.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--subject to negotiation of time and expense.

VIRGINIA LUZKOW
Dir, Student Work Assistance Prog
Marycrest College
1607 West 12th Street
Davenport, IA 52804
Phone: 319-326-9329
Teaching course or Directing prog? Yes
Research: Student management and student industries.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. CECELIA K. LYNCH
Asst Vice Pres for Academic Affrs
Bellarmine College

Newburg Road
Louisville, KY 40205-0671
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Leadership development training.

MR. CHARLES F. LYNCH
Associate Vice Chancellor
University of North Carolina
Student Affairs
Charlotte, NC 28223
Phone: 919-547-2375
Teaching course or Directing prog? Yes
Resource Role: I have presented programs exploring key elements of a leadership education program based upon Kolb's theory of experiential learning.

E. NICK MADDOX
Asst Professor of Management
Stetson University
Department of Management
Box 8398
Deland, FL 32724
Teaching course or Directing prog? Yes
Research: Leadership and value schemas of undergraduate business students.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

PETER M. MAGOLDA
Asst Director, Residence Life
Miami University
111 Warfield Hall
Oxford, OH 45056
Phone: 513-529-4000
Teaching course or Directing prog? Yes
Resource Role: Provide information to others, attend conferences, host/attend regional discussions/conferences.

LT. COMD. G. V. MAINS
Dept of Military Leadership & Mgt
Royal Military College of Canada
Kingston, Ontario
Canada, K7K 5L0
Phone: 613-545-7410
Teaching course or Directing prog? Yes
Research: Leadership teaching integration and effectiveness. Sex role attitudinal studies.
Resource Role: Serve on panel, give a talk, provide information--as required/requested and when available.

MAJOR ATHOLL MALCOLM, C.D. PH.D
Head-Dept of Mil Ldshp & App Psyc
Royal Roads Military College
FMO Victoria
British Columbia
Canada, V0S 1B0
Phone: 604-380-4550
Teaching course or Directing prog? Yes
Research: Examination of quality of leadership within our college.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences

MR. T. ROGER MANLEY
Head, Management Department
Florida Institute of Technology
150 West University Boulevard
Melbourne, FL 32901
Teaching course or Directing prog? Yes
Research: Needs assessment: management development.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. WAYNE MCCOWN
Superintendent
Free Methodist Church
777 Alosta
Azuza, CA 91702
Teaching course or Directing prog? No
Publications: Free Methodist Pastor
Research: Field notes, case studies.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. PATRICK D. MCDONOUGH
Prog Dir, Education & Leadership
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, MI 49017
Phone: 616-968-1611
Teaching course or Directing prog? Yes
Research: Our Kellogg program is a field research activity. It will be

written about at its conclusion.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--I am an activist.

DR. DAVID MCINTIRE
Vice Chancellor for Stud Affairs
Appalachian State University
Administration Bldg.
Boone, NC 28608
Teaching course or Directing prog? Yes
Publications: College Student Affairs Journal
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. DENNIS MEADOWS
Professor of Engineering
HB 8000
Dartmouth College
Hanover, NH 03755
Phone: 603-646-3551
Teaching course or Directing prog? Yes
Publications: Designing games for leaders.
Resource Role: I'm designing micro-computer-based training tools for senior public officials, mainly in the Third World.

DR. FRED MEDINGER
Director of Graduate Studies
College of Notre Dame
4701 Charles Street
Baltimore, MD 21210
Teaching course or Directing prog? Yes
Research: Will be looking at college/university presidencies.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MAJOR HAROLD C. MENDES
Department Head
Military Leadership & Management
Coll Militaire Royal de Saint Jean
Saint Jean, Quebec
Canada, JOJ 1RO
Teaching course or Directing prog? Yes
Resource Role: Give and attend regional conferences on military leadership issues.

MR. JOHN A. MICHAEL
Evaluation Specialist
U. S. Dept of Agriculture
Extension Services
Room 3321, South Building
Washington, DC 20250
Phone: 202-475-4557
Teaching course or Directing prog? Yes
Publications: In preparation: Talking about leadership development.
Research: Director, National Impact Study of Leadership Development in Extension.
Resource Role: Documenting (describing) leadership development programs and their impact.

PAT MIGHTON
Ontario Adv Agri Leadership Prog
Guelph Agriculture Centre
Box 1030
Guelph N1H6N1, Ontario CANADA
Phone: 519-823-5700
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Wish to keep informed about leadership programs in U.S.--particularly agricultural or rural. Will share information about our prog.

MS. MARY HARPER MILLER
Professor
Dept of Nursing and Health Cr Mgt
Metropolitan State College
1006 11th Street - Box 33
Denver, CO 80204
Teaching course or Directing prog? Yes
Resource Role: Would attend regional conferences and share with others.

MR. THOMAS E. MILLER
Dean of Students
Canisius College
2001 Main Street
Buffalo, NY 14208
Teaching course or Directing prog? Yes
Resource Role: Open--as related to our programs.

MR. NORMAN F. MOORE
Vice Chancellor
Student/Personnel & Auxiliary Ser

University of Missouri-Columbia
211 Jesse Hall
Columbia, MO 65211
Teaching course or Directing prog? No
Research: Limited--tracking participants in terms of grades, leadership roles, graduation, transfer, and as alumni.
Resource Role: Provide information to others, attend regional conferences. Need to learn much more, so I'm asking for more than I'm giving at this point.

MR. MICHAEL M. MORRIS
Academic Dean
University of New England
11 Hills Beach Road
Biddeford, ME 04005
Teaching course or Directing prog? Yes
Research: Traditional Native American Approaches to Leadership.
Resource Role: Discussions of leadership programs for youth and college students, especially minority and disadvantaged adolescents and young adults.

DAVID MORTON
Employee Development & Education
Training & Development Department
U. S. Postal Service
475 L'Enfant Plaza
Washington, DC 20260-4252
Teaching course or Directing prog? No
Research: Studying the effectiveness of leadership training.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

JOSEPH MOSKOWITZ
Academic Dean
Lab Institute of Management
12 East 53rd Street
New York, NY 10022
Phone: 212-752-1530
Teaching course or Directing prog? No

MR. ANDY MOZENTER
Asst Dir, Stud Org. & Prog. Dev.
Pennsylvania State University
218 Hetzel Union Building
University Park, PA 16802
Teaching course or Directing prog? Yes
Publications: A new model of teambuilding: A technology for today and tomorrow.
Research: Teambuilding; stages of team development; developed, and coordinating, a university leadership training service entitled "Network"--I'm assessing its impact.
Resource Role: The network project has received a good deal of attention. I would be happy to tell the network story in any way appropriate.

MR. RICHARD NAULT
Director, University Honors Prog
Miami University
Oxford, OH 45056
Phone: 513-529-3398
Teaching course or Directing prog? Yes
Resource Role: Meet with others; share curricula, investigate cooperative leadership training programs, etc.

PROFESSOR ROBERT P. NEUSCHEL
J. L. Kellogg School of Management
Northwestern University
1936 Sheridan Road
Evanston, IL 60201
Teaching course or Directing prog? Yes
Publications: Unleashing the power of leadership (in preparation).
Research: Series of interviews with current business leaders on leadership.
Resource Role: Speak to business groups, executives on leadership.

DR. STEVEN NORTON
Associate Professor
Indiana University at South Bend
P. O. Box 7111
South Bend, IN 46634
Phone: 219-237-4418
Teaching course or Directing prog? Yes
Publications: Academy of Management Review; National & Midwest Academy of Management meetings.
Research: Evaluation of organizations using models by Peters & Waterman, and Lawrence & Dyer.
Resource Role: Provide information, submit papers, give talks.

RESOURCE PERSONS IN LEADERSHIP EDUCATION

SISTER KATHLEEN A. O'BRIEN
Associate Professor
Alverno College
Dept of Business & Management
3401 South 39th Street
Milwaukee, WI 53215
Phone: 414-382-6000
Teaching course or Directing prog? Yes
Research: In-house research on the effects of a college-wide integrated leadership program on a) interactive abilities, b) community service.
Resource Role: Currently directing a college-wide leadership development project which I would be willing/happy to describe. Hope to write this up soon.

DR. EDWARD H. O'NEIL
Assistant Dean
School of Dentistry
University of North Carolina
Chapel Hill, NC 27515
Phone: 919-966-2730
Teaching course or Directing prog? Yes
Research: Five-year study of leadership in selected higher education institutions.
Resource Role: Several projects related to institutional change. Leadership in secondary education.

JOHN G. OTT
Assoc Dir, Leadership Program
Duke University
P.O. Box 4875
Durham, NC 27706
Teaching course or Directing prog? Yes
Research: Documenting impact of volunteer work on students capacity for leadership.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--whatever particular role would be helpful.

MS. JANE PAFFORD
Assoc Dean for Student Activities
Smith College
College Hall 23
Northampton, MA 01063
Phone: 413-584-2700 x4940
Teaching course or Directing prog? Yes
Resource Role: Will discuss workshop model we are using (non-credit). Combines theory, techniques, public speaking, role playing.

MR. PHILIP J. PALIN
Dir, Ronald Reagan Scholarshps
Eureka College
300 College Avenue
Eureka, IL 61530
Teaching course or Directing prog? Yes
Research: Longitudinal study with selected population.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. GRACE LAMACCHIA PARIS
Director, Leadership Dev Program
Pace University
Choate House, Bedford Road
Pleasantville, NY 10570
Phone: 914-741-3757
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

BARTON PARKS
Assoc Professor and Chair
Justice & Policy Studies
Guilford College
5800 West Friendly Avenue
Greensboro, NC 27410
Phone: 919-292-5511
Teaching course or Directing prog? Yes
Research: Innovative programs/experiences for enhancing skills central to leadership/citizenship.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Research and writing. Consultation.

JAN WEINRICH PATTERSON
Student Activities Advisor
Texas A&M University
Room 208, Pavilion
College Station, TX 77843
Phone: 409-845-1133
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give

a talk, provide information, attend conferences. Co-author articles, research.

BRUCE L. PAYNE
Director, Leadership Program
Inst of Policy Sci & Pub Affrs
Duke Univ, 4875 Duke Station
Durham, NC 27706
Phone: 919-684-5475
Teaching course or Directing prog? Yes
Research: Ethics and leadership.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

WILLIAM D. PENNINGTON
Dean of Student Services
Tulsa Junior College
3727 East Apache
Tulsa, OK 74115
Teaching course or Directing prog? No
Publications: Article: Wisdom of Years: With proper leadership training, older students can offer a wealth of life skills to campus organizations (in Campus Activities Programming, Sept 1984).
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

PRESIDENT ARTHUR L. PETERSON
Lebanon Valley College
Annville, PA 17003
Phone: 717-867-6212
Teaching course or Directing prog? Yes
Publications: Monograph in process: The Leadership Imperative: Developing a Leadership Studies Program for the Liberal Arts College.
Resource Role: To help those just initiating a leadership studies program to understand problems and promise of such a program--suggestions for expediting.

MR. ELMER PETERSON
Dean, Summer Session
Coordinator, Leadership 2000
Colorado College
Colorado Springs, CO 80903
Teaching course or Directing prog? Yes

DR. M. L. PETTY
Director of Student Development
Univ of North Carolina, Asheville
Highsmith University Center
Asheville, NC 28808
Teaching course or Directing prog? Yes
Publications: Manuscript under revision for JCSP.
Research: Leadership studies relating to personality type and learning style.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. ANGELA LAIRD PFEIFFER
Assistant Professor
Univ of Arkansas, Little Rock
33rd and University
Little Rock, AR 72204
Phone: 501-569-3158
Teaching course or Directing prog? Yes
Publications: Skills for Leaders (published by the National Secondary Schools Principals Assoc).
Resource Role: I would like to attend conferences, make presentations, do joint research, etc.

JUDITH PILCH
Associate Director
Office for Rural Education
Western Carolina Univ
Killian 222
Cullowhee, NC 28723
Phone: 704-227-7347
Teaching course or Directing prog? Yes
Research: Compiling data generated in the Summer programs.
Resource Role: Will be happy to participate and share information. We are most interested in promoting the development of youth leadership activities.

MR. WILLIAM L. PRATHER
Vice President, Business Affairs
Amarillo College
PO Box 447
Amarillo, TX 79178
Phone: 806-371-5100
Teaching course or Directing prog? No
Resource Role: Serve on a panel, give a talk, provide information, attend

conferences. Will give a 3-hour class this Summer on leadership role of college business officer.

DR. PATRICIA J. PRENDERGAST
Dean of Undergraduate Studies
North Adams State College
North Adams, MA 02147
Phone: 413-664-4511 x227
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. JOANNE PRESTON
Department of Psychology
University of Richmond
Richmond, VA 23173
Phone: 804-289-8130
Teaching course or Directing prog? Yes
Research: Research relating to business.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

COL. HOWARD T. PRINCE II
Professor & Department Head
Dept of Behavioral Sci & Ldrshp
United States Military Academy
West Point, NY 10996
Phone: 914-938-3206
Teaching course or Directing prog? Yes
Publications: Leadership in organizations (an edited leadership textbook used in core course on leadership at West Point).
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Would also consult on-site with interested parties.

DR. GREGORY S. PRINCE, JR.
Associate Dean of Faculty
Dartmouth College
Hanover, NH 03755
Phone: 603-646-2029
Teaching course or Directing prog? Yes
Research: Recent U.S. history, with emphasis on political and diplomatic.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MR. WILLIAM PRUSINOWSKI
Director of Leadership Programs
Syracuse University
Schine Student Center, Rm 231K
Syracuse, NY 13244-2070
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. MARY LOU RAMSEY
Chair
Counseling & Personnel Serv
Trenton State College
Trenton, NJ 08650-4700
Phone: 609-771-2119
Teaching course or Directing prog? Yes

DR. CHARLES M. RENNEISEN
Vice Chancl for Stud Affairs
University of TN-Chattanooga
651 Vine Street, Room 216
Chattanooga, TN 37403
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

SISTER EMMANUEL RENNER
Professor of History
College of Saint Benedict
St. Joseph, MN 56374
Phone: 363-5755
Teaching course or Directing prog? No
Research: Just beginning research.
Resource Role: Planning to teach course next year--will be in a better position to respond then.

KATHLEEN RICE
Coordinator, Leadership Programs
University of Vermont
Billings Campus Center
Burlington, VT 05405
Phone: 802-656-2060
Teaching course or Directing prog? Yes
Publications: Vermont Connection, 1987: H. McManamon & K. Rice, "Attitudes of Student Leaders: Looking Outward."
Research: Leadership development for non-traditional students.
Resource Role: Have been involved in presenting workshops at ACPA, ACU-I, &

Women Student Leaders & Women of Achievement Conference (June 87). Expertise is implementing total student affairs leadership program.

BOB RIECK
Associate Dean, Extension Div
University of Wisconsin
432 North Lake Street
Madison, WI 53706
Phone: 608-262-7965
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Primary interest is education for leadership development. I serve as Exec Dir of the Wisconsin Rural Leadership Program.

MS. DEBORA A. RITTER
Coord of Stud Discip & Devel Prgs
University of South Carolina
Department of Student Development
Columbia, SC 29208
Teaching course or Directing prog? No
Publications: Student affairs: Activity traps or planful development, in Carolina View 1986.
Research: Relationship of Kolb learning theory to college student leaders.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Fascinated by the field. Willing to do any of above, as well as collaborate on research, or just discuss & brainstorm.

DR. DENNIS C. ROBERTS
Associate Dean of Student Life
Southern Methodist University
SMU Box 452
Dallas, TX 75275
Teaching course or Directing prog? Yes
Publications: Student Leadership Programs in Higher Education--a publication of the American College Personnel Association.
Research: Personality and maturity attributes of college student leaders.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Consultant, speaker, author.

MR. MANLEY E. ROGERS
Scholarship Consultant
Three Church Street
Belfast, ME 04915
Teaching course or Directing prog? Yes
Research: Leadership development effectiveness of high school activities. More survey than research.
Resource Role: Administration and development of leadership award & scholarship program for high school students.

DR. JOHN ROHRER
Leader, Community Services
Cooperative Extension Service
Ohio State University
2120 Fyffe Road
Columbus, OH 43210
Teaching course or Directing prog? Yes
Publications: Teaching plans and resources for county extension agents.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences, as appropriate. With particular emphasis on locating and training community leaders.

DR. WILLIAM E. ROSENBACH
Prof & Chairman, Dept of Mgmt
Gettysburg College
Box 395
Gettysburg, PA 17325
Phone: 717-337-6648
Teaching course or Directing prog? Yes
Publications: Negotiating for publication of book in 1987--interdisciplinary approach to leadership.
Research: Transactional leadership in work groups; using the Bass scale.
Resource Role: Teaching leadership; leadership development for managers and executives--interdisciplinary.

MR. EMORY SADLER
Chairman, Dept. of Psychology
North Carolina A&T University
Gibbs Hall
Greensboro, NC 27411
Phone: 919-334-7976
Teaching course or Directing prog? No

Resource Role: Computer technology in teaching and administration.

MS. GRETA SALEM
Assoc Prof, Social Science Dept
Alverno College
1225 Oak Avenue
Evanston, IL 60202
Phone: 414-382-6245
Teaching course or Directing prog? Yes
Resource Role: Would serve on a panel or make presentations about our work at Alverno College

DONALD R. SANDERSON
Director of Student Activities
Oregon State University
MU East Activities Center
Corvallis, OR 97331
Phone: 503-754-2101
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--limited by competing demands of administrative and teaching duties.

MR. J. O. SAYES
Prof & Chrmn, Div of Relig & Phil
Olivet Nazarene College
Box 137
Kanakakee, IL 60901
Teaching course or Directing prog? Yes
Research: Informal observation of ministry-church organization; parliamentary law procedures; directing student research.
Resource Role: I am curious about the relationship between "being" and "doing."

DR. ALVIN J. SCHEXNIDER
Assist. Vice Chancellor
Academic Affairs
University of North Carolina
Greensboro, NC 27410
Teaching course or Directing prog? Yes
Research: Distinction between leadership and management in local government and higher education.
Resource Role: Nothing now--overcommitted.

DR. RICHARD A. SCHMUCK
Associate Dean and Professor
University of Oregon
DEPM/College of Education
Eugene, OR 97403
Phone: 503-686-5171
Teaching course or Directing prog? Yes
Publications: Books: Handbook of organization development in schools. 3rd ed. Group processes in the classroom. Organizational training for a school faculty; others. Articles: Organizational development in schools; Mind of the effective administrator; others.
Research: Action research on organizational development.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. STEPHEN SCHWARTZ
Prog Dir, McDonough Center
Marietta College
215 Fifth Street
Marietta, OH 45750
Teaching course or Directing prog? Yes

MAJOR JAMES E. SCULLY
Chief, Prof Military Training
U. S. Air Force Academy
HQ USAFA/CWITT
USAF Academy, CO 80840
Phone: 472-4104
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information to others.

MR. THOMAS C. SHANDLEY
Dir of Student Leadership Progs
University of Minnesota
5221 36th Avenue South
Minneapolis, MN 55417
Teaching course or Directing prog? Yes
Research: Longitudinal impact of leadership programs on career & community involvement. Also researching goal-centered evaluations of leadership programs.
Resource Role: Am very willing, time permitting, to attend meetings useful in enhancing the leadership development movement--very committed to that goal.

MR. GEORGE L. SHAPIRO
Professor
University of Minnesota
Dept of Speech-Communication
183 Mt. Curve Boulevard
St. Paul, MN 55105
Teaching course or Directing prog? Yes
Research: Ethical leaders; ethical followers.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

NANCY SHAPIRO
Coordinator: Group Development
Rochester Institute of Technology
C.U. #2278
One Lomb Memorial Drive
Rochester, NY 14623
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. I am very interested in the self-discovery aspects of leadership. Rather than teach a "recipe" for leadership, I have chosen to create an environment conducive to introspective awareness.

PROFESSOR WILLIAM SHEEHAN
Chair, Dept of Business & Economics
Central Methodist College
Fayette, MO 65248
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MR. ROBERT W. SHIVELY
Dean, Babcock Grad School of Mgt
Wake Forest University
Reynolda Station, P. O. Box 7659
Winston-Salem, NC 27109
Phone: 919-761-5418
Teaching course or Directing prog? Yes
Resource Role: As a dean I can emphasize the importance of the work that is being done in this field. Not an authority on research.

DR. DON SLECHTA
Professor and Chairman
Dept of Political Science
Fort Hays State University
600 Park
Hays, KS 67601
Teaching course or Directing prog? No
Resource Role: A student of leadership--innate qualities, strategies and tactics

MR. KEITH L. SMITH
Associate Professor
Ohio State University
2120 Fyffe Road
Columbus, OH 43210
Phone: 614-292-6181
Teaching course or Directing prog? Yes
Publications: Journal of Extension.
Research: The latest research is on our Assessment Center--assessing supervisory & management skills of our agents. Just completed a Ph.D. study concerning this.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--if time and calendar permit.

DR. KEN G. SMITH
Assistant Professor
College of Business & Management
University of Maryland
College Park, MD 20742
Teaching course or Directing prog? Yes
Publications: AMJ; SMJ; JM.
Research: Management activities and knowledge base.

MS. NANCY H. SPIEGEL
Management Consultant-Kaiser Perm
425 1/4 N. Sierra Bonita
Los Angeles, CA 90036
Phone: 213-653-5684
Teaching course or Directing prog? No
Research: Have done research on effects of management style on subordinate's feelings of motivation and satisfaction with work.
Resource Role: Interested in attending conferences & providing info to others. Also would be interested in creating interest in the importance of leadership education to people outside the academic field.

MR. IRVING J. SPITZBERG
Executive Director

RESOURCE PERSONS IN LEADERSHIP EDUCATION

Council for Liberal Learning
Association of American Colleges
1818 R Street, NW
Washington, DC 20009
Teaching course or Directing prog? Yes
Publications: Campus Programs on Leadership.
Research: Conceptual analysis.

DR. JACK L. STEVENSON
Director, Honors Program
Clemson University
532 Clemson House
Clemson, SC 29632
Teaching course or Directing prog? Yes
Publications: Leadership and Group Dynamics in Recreation Services, Sessoms and Stevenson (Allyn & Bacon, 1981).
Research: Working on grant proposal team at present--hope to begin soon.
Resource Role: I speak often on campus & in this area, to Leadership Greenville (SC) every year, & work on Developing Leadership Training here at Clemson.

CYNTHIA A. STRAUB
Dir, Student Organzation Dev Cen
University of Michigan
2304 Michigan Union
530 State Street
Ann Arbor, MI 48109
Teaching course or Directing prog? Yes
Research: Connections/similarities between organizational development and student developmental theories.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

JERRY STUBBLEFIELD
Professor of Religious Education
Golden Gate Seminary
Strawberry Point
Mill Valley, CA 94941
Phone: 415-388-8080
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

MR. ROBERT L. TAYLOR
Dean
School of Business
University of Louisville
Louisville, KY 40292
Phone: 502-588-6443
Teaching course or Directing prog? Yes
Publications: Contemporary Issues in Leadership (Westview Press, 1984). Military Leadership: In Pursuit of Excellence (Westview Press, 1984).
Research: Starting a new book on interdisciplinary issues in leadership (with Bill Rosenbach).
Resource Role: Higher education leadership issues--links with military and civilian leadership.

MARIANNE V. TEN EYCK
Associate Dean of Students
Goucher College
Dulaney Valley Road
Towson, MD 21204
Teaching course or Directing prog? Yes
Resource Role: I am co-directing a new leadership program. It is new & I don't feel qualified yet to serve on a panel, etc.--but probably will in 6 months!

MR. ROBERT W. TERRY
Dir, Reflective Leadership Prog
Humphrey Inst Pub Aff, Univ of MN
301 19th Avenue South
Minneapolis, MN 55455
Teaching course or Directing prog? Yes
Publications: Soon to have book: Leadership: A Seventh View.
Research: How do leaders KNOW their organization--epistemology.
Resource Role: I already do a great deal of this--I consult all over the country on leadership and leadership education.

DEAN WILLIAM H. TERRY
Dean of Students
Davidson College
Davidson, NC 28036
Phone: 704-892-2000 x225
Teaching course or Directing prog? Yes

COL. VICTOR L. THACKER
Director of Curriculum

Squadron Officer School
SOS/EDC Building 1403
Maxwell AFB, AL 36112-5582
Teaching course or Directing prog? Yes
Research: How to teach professional ethics.
Resource Role: I want to stay abreast and will contribute any way I can.

JOHN M. THOMPSON
Department of Leadership
Culver Academies
Box 145
Culver, IN 46511
Phone: 219-842-8320
Teaching course or Directing prog? Yes
Resource Role: High school level, focusing on developing programs.

MR. KENNETH THOMPSON
Director, Miller Center
University of Virginia
PO Box 5707
Charlottesville, VA 22905
Phone: 804-924-7236
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--within limitations of time.

WARREN K. THOMPSON
Dir, Leadership Studies Progran
Lebanon Valley College
Annville, PA 17003
Phone: 717-867-6133
Teaching course or Directing prog? Yes
Publications: Book review, Leadership (Fall/Winter 1986).
Research: Ethical issues in leadership.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. ALVIN THORNTON
Assocate Professor
Howard University
2400 6th Street, NW
Washington, DC 26059
Teaching course or Directing prog? No
Publications: Serve on a panel, give a talk, provide information, attend conferences.

MR. THOMAS V. THOROUGHMAN
Professor, Department of History
Wofford College
301 Springwood Drive
Spartanburg, SC 29302
Phone: 803-585-4821
Teaching course or Directing prog? No
Resource Role: I wish to keep informed of what schools are doing in this area.

MS. LANETTE THURMAN
Murray State University
435 Wells
Murray, KY 42071
Teaching course or Directing prog? Yes
Research: Educational leadership.
Resource Role: Community, educational leadership.

DR. POWELL E. TOTH
Prog Dir, Educational Administration
WV College of Graduate Studies
737 Sullivan Hall
Institute, WV 25112
Teaching course or Directing prog? Yes
Research: Effects of isolation on leadership abilities of rural school principals.
Resource Role: I'm willing to share any materials or knowledge I have and I would like to gain more of each in any setting.

DR. KEITH TUCKER
Director of Counseling
Incarnate Word College
4301 Broadway
San Antonio, TX 78209
Phone: 512-828-1261
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give talk, or attend regional conferences when feasible.

DR. MOSES TURNER
Vice President Student Affairs
153 Student Services Bldg.
Michigan State University
East Lansing, MI 48824
Teaching course or Directing prog? Yes
Resource Role: Share leadership experiences through presentation of specific aspects of leadership.

MR. DENIS UMSTOT
Professor of Management
University of Puget Sound
Business Leadership Program
1500 North Warner Street
Puget Sound, WA 98416
Phone: 206-756-3557
Teaching course or Directing prog? Yes
Publications: Understanding organizational behavior-West.
Research: International leadership behavior.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Depends, of course, on availability and location.

DR. H. GRIFFIN WALLING
Dir, Center for Lifelong Learning
State University of New York
Hawkins Hall 106
Plattsburgh, NY 12901
Phone: 518-564-2050
Teaching course or Directing prog? Yes
Resource Role: Talks on leadership theory, Masters program in leadership, etc.

DR. RON WARWICK
Educational Leadership Dept Chair
National College of Education
2840 Sheridan Road
Evanston, IL 60201
Teaching course or Directing prog? Yes
Publications: North Cent. Acc. Assoc. Journal
Research: Situational leadership training and research; doctoral dissertation and other field research.
Resource Role: I now give speeches, conduct inservice training & present at conferences. I will be pleased to be involved if it is helpful.

DR. CAROL D. WATSON
Asst Prof, Grad. School of Mgmt
Rutgers University
92 New Street
Newark, NJ 07102
Phone: 201-648-5540
Teaching course or Directing prog? Yes
Publications: Currently under review: "When a woman is the boss: Dilemmas in taking charge." "An examination of the merits of different types of participative style."
Research: I am currently examining gender differences in influence and also exploring what is really meant by "participative" leadership--how to enact it and how to teach people to enact it.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

DR. EUGENE R. WATSON
Prof, Div of Org & Psych Studies
University of North Carolina
Peabody Hall
Chapel Hill, NC 27514
Teaching course or Directing prog? Yes
Publications: A developmental model for teaching in experiential learning settings; Small group instruction; Education for personal growth; strategies for helping people change; others.
Research: Decision-making by community college boards of trustees.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Also consulting, which I do regularly.

DR. KEITH WHARTON
Associate Dean
College of Agriculture
University of Minnesota
1420 Eckles Avenue
St. Paul, MN 55108
Phone: 612-624-7792
Teaching course or Directing prog? Yes
Resource Role: Provide information to others, attend regional conferences.

MS. MARCIA L. WHICKER
Professor, Public Administration
Virginia Commonwealth University
816 W. Franklin Street
Richmond, VA 23284
Phone: 804-257-1046
Teaching course or Directing prog? Yes
Publications: When Presidents are Great (forthcoming, Prentice Hall).
Research: Especially research for above book.
Resource Role: Serve on a panel, give

a talk, provide information, attend conferences--especially talking (making presentations on book).

PROFESSOR GORDON P. WHITAKER
Director, MPA Program
University of North Carolina
Hamilton Hall, UNC
Chapel Hill, NC 27514
Phone: 919-962-3041
Teaching course or Directing prog? Yes
Research: County managers' policy leadership.
Resource Role: Not now. Full schedule currently--perhaps more time next year.

DR. DONALD B. WHITE
Prof, Dept of Horticulture Sci
University of Minnesota
456 Alderman Hall
St. Paul, MN 55108
Phone: 612-624-9206
Teaching course or Directing prog? Yes
Resource Role: Share experiences, discuss ideas, share information.

MS. JULIE BELLE WHITE
Dir, MA in Org. Leadership
College of St. Catherine
P.O. 4208, 2004 Randolph Ave.
St. Paul, MN 55105
Phone: 612-690-6783
Teaching course or Directing prog? Yes
Research: Leadership, gender and ethics.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences; graduate leadership education.

DR. CONSTANCE C. WHITNEY
President
Strategic Leadership Consulting
10601 Wilshire Blvd.
Los Angeles, CA 90024
Teaching course or Directing prog? Yes
Publications: In Process: book and 2 articles. 1) Simulations & Leadership Training; 2) Power and Leadership; 3) Women, Influence and Effectiveness.
Research: Exploring how leadership education (including simulations like LGI) affects development of skills and enhancement of motivation.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. My experience in teaching leadership, utilizing CCL's materials, and encouraging participation in your events is increasing the awareness of the impact of creative leadership.

MR. JOHN T. WHOLIHAN
Dean
Loyola Marymount University
Loyola Blvd. at West 80th St
Los Angeles, CA 90045
Teaching course or Directing prog? No
Resource Role: Panel or other activity. Limited availability due to job.

MR. ANDREW J. WILEMAN
Exec Asst to President & Director
Center for Christian Leadership
Dallas Theological Seminary
3909 Swiss Avenue
Dallas, TX 75204
Phone: 214-824-3094
Teaching course or Directing prog? Yes
Research: Beginning a study of the backgrounds of Christian leaders who serve on major governing boards for church-related organizations.
Resource Role: Serve on a panel, give a talk, provide information, attend conferences--but we are presently just getting our program off the ground.

DR. J. CLIFTON WILLIAMS
Hankamer School of Business
Baylor University
Waco, TX 76798
Phone: 817-755-2261
Teaching course or Directing prog? No
Publications: Leadership Quest (McGregor, TX: Leadership Press, 1985); Human Behavior in Organizations, 3rd ed.
Research: I plan to make leadership the main thrust of my publication from now to retirement (7 years). I am beginning a program for industry: "Transition to Transforming Leadership."

Resource Role: Interested in cooperating in any way possible to move my research & activities away from organizational research & toward leadership

DAVID WILSON
Director, Program in Business
Loretto Heights College
3001 South Federal Blvd
Denver, CO 80236
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences.

COL. WILLIAM L. WILSON
Director
Cen for Leadership & Personal Dev
United States Military Academy
Building 720
West Point, NY 10996
Teaching course or Directing prog? Yes
Publications: In process.
Research: Evaluation of leader requirements in each of the four West Point years.
Resource Role: Serve on a panel; discuss present USMA developmental program.

MS. LINDA WINNER
Dir, Special Academic Programs
University of NC at Asheville
One University Heights
Asheville, NC 28804
Phone: 704-251-6557
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. I also would be interested in becoming involved in a research project--perhaps one needing involvement from a number of settings.

MS. CYNTHIA A. WOLF, DIRECTOR
NC Fellows Program & Ldrshp Dev
University of NC at Chapel Hill
01 Steele Building, 050A
Chapel Hill, NC 27514
Teaching course or Directing prog? Yes
Resource Role: Serve on a panel, give a talk, provide information, attend conferences. Have previously done presentations re leadership at national conference (panels). Have also presented alone on other topics.

MR. H. J. ZOFFER
Dean, Graduate School of Business
University of Pittsburgh
Graduate School of Business
Pittsburgh, PA 15260
Phone: 412-648-1561
Teaching course or Directing prog? No
Publications: N.Y. Times; chapter in leadership book; etc.
Resource Role: Serve on a panel or give a talk, time permitting.

RESOURCE PERSONS IN LEADERSHIP EDUCATION
STATE INDEX

ALABAMA

Berte, Neal R. (Birmingham)
Brown, Richard (Montgomery)
Handy, Raymond T. (Tuskegee Institut)
Levenson, Jr., Russell (Birmingham)
Thacker, Victor L. (Maxwell AFB)

ARIZONA

Giuliano, Neil (Tempe)
Lewis, Ronald G. (Tempe)

ARKANSAS

Pfeiffer, Angela Laird (Little Rock)

CALIFORNIA

Beardsley, Stephanie (Davis)
Bergher, Karen (Cypress)
Conner, Ross F. (Irvine)
Farrell, David (Rohnert Park)
Harvey, Thomas R. (LaVerne)
Kindler, Herbert (Los Angeles)
Kruggel, Joel (Santa Barbara)
Lepkovsky, Mary Beth (Santa Barbara)
Lindsey, Randall B. (Los Angeles)
McCown, Wayne (Azuza)
Spiegel, Nancy H. (Los Angeles)
Stubblefield, Jerry (Mill Valley)
Whitney, Constance C. (Los Angeles)
Wholihan, John T. (Los Angeles)

COLORADO

Clover, Bill (Colorado Springs)
Cronin, Thomas E. (Colorado Springs)
Haldorson, Linda (Boulder)
Miller, Mary Harper (Denver)
Peterson, Elmer (Colorado Springs)
Scully, James E. (USAF Academy)
Wilson, David (Denver)

CONNECTICUT

Benamati, Jacqueline D. (Bridgeport)
Fenn, Robert S. (Hartford)
Grant, Michael J. (Bridgeport)

DISTRICT OF COLUMBIA

Easton, Edward (Washington)
Hoard, David (Washington)
Kornacki, John J. (Washington)
Michael, John A. (Washington)
Morton, David (Washington)
Spitzberg, Irving J. (Washington)
Thornton, Alvin (Washington)

FLORIDA

Bredenberg, Richard (St. Petersburg)
Brown, John Lott (Tampa)
Deegan, James E. (St. Petersburg)
Hammerschmidt, Peter (St. Petersburg)
Koehler, Jerry W. (Tampa)
Luna, Gene (Gainesville)
Maddox, E. Nick (Deland)
Manley, T. Roger (Melbourne)

GEORGIA

Bruce, David (Atlanta)
Kraemer, Charles P. (LaGrange)

IDAHO

DeRosier, Linda Scott (Caldwell)

ILLINOIS

Ivarie, Theodore W. (Charleston)
Neuschel, Robert P. (Evanston)
Palin, Philip J. (Eureka)
Salem, Greta (Evanston)
Sayes, J. O. (Kanakakee)
Warwick, Ron (Evanston)

RESOURCE PERSONS IN LEADERSHIP EDUCATION
STATE INDEX

INDIANA

Bottoms, Robert G. (Greencastle)
Dodge, Randall E. (Upland)
Feinberg, Richard (West Lafayette)
Norton, Steven (South Bend)
Thompson, John M. (Culver)

IOWA

Luzkov, Virginia (Davenport)

KANSAS

Slechta, Don (Hays)

KENTUCKY

Lynch, Cecelia K. (Louisville)
Taylor, Robert L. (Louisville)
Thurman, Lanette (Murray)

LOUISIANA

Bogue, Grady (Shreveport)

MAINE

Karris, Lambros (Bangor)
Morris, Michael M. (Biddeford)
Rogers, Manley E. (Belfast)

MARYLAND

Alexander, Marianne (Towson)
Chambers, Glen A. (Catonsville)
Curran, Donald J. (Annapolis)
Geib, Lois W. (Fredrick)
Medinger, Fred (Baltimore)
Smith, Ken G. (College Park)
Ten Eyck, Marianne V. (Towson)

MASSACHUSETTS

Cowan, Sylvia R. (Cambridge)
Fanelli, Russell (Springfield)
Fillinger, Robert (South Hamilton)
Heifetz, Ronald L. (Cambridge)
Jeghelian, Alice (Chestnut Hill)
Jones, Alice (Cambridge)
Ladd, Florence C. (Boston)
Lowance, Susan (Northhampton)
Pafford, Jane (Northampton)
Prendergast, Patricia (North Adams)

MICHIGAN

Carlsen-Jones, Christine (Ann Arbor)
Holm, Carl (Marquette)
Jacokes, Lee E. (Grand Rapids)
McDonough, Patrick D. (Battle Creek)
Straub, Cynthia A. (Ann Arbor)
Turner, Moses (East Lansing)

MINNESOTA

Bretheim, Ruth A. (Northfield)
Jerus, Robert G. (Roseville)
Lahurd, Ryan A. (Minneapolis)
Renner, Emmanuel (St. Joseph)
Shandley, Thomas C. (Minneapolis)
Shapiro, George L. (St. Paul)
Terry, Robert W. (Minneapolis)
Wharton, Keith (St. Paul)
White, Donald B. (St. Paul)
White, Julie Belle (St. Paul)

MISSOURI

Caliguri, Joseph (Kansas City)
Hartley, Alex (St. Louis)
Kisker, Harry (St. Louis)
Moore, Norman F. (Columbia)
Sheehan, William (Fayette)

MONTANA

Briggs, Margaret A. (Bozeman)

RESOURCE PERSONS IN LEADERSHIP EDUCATION
STATE INDEX

NEBRASKA

Blezek, Allen G. (Lincoln)
Boatman, Sara (Lincoln)
Brown, Martha L. (Omaha)

NEW HAMPSHIRE

Meadows, Dennis (Hanover)
Prince, Jr., Gregory S. (Hanover)

NEW JERSEY

Coleman-Boatwright, Patrice (Trenton)
Corman, Robert P. (East Orange)
Kellerman, Barbara (Hackensack)
Ramsey, Mary Lou (Trenton)
Watson, Carol D. (Newark)

NEW YORK

Arthur, Sara (New York)
Bass, Bernard (Binghamton)
Bettin, Patrick (West Point)
Cross, William M (Syracuse)
Drury, Jack (Saranac Lake)
Eisele, Karin (New York)
Ewald, L. Phillip (New York)
Fremed, Resa (Purchase)
Gerber, Barbara W. (Oswego)
Hall, Marsha Paur (Troy)
Hollander, Edwin P. (Buffalo)
Isaksen, Scott G. (Buffalo)
Luce III, Henry (New York)
Miller, Thomas E. (Buffalo)
Moskowitz, Joseph (New York)
Paris, Grace Lamacchia (Pleasantville)
Prince II, Howard T. (West Point)
Prusinowski, William (Syracuse)
Shapiro, Nancy (Rochester)
Walling, H. Griffin (Plattsburgh)
Wilson, William L. (West Point)

NORTH CAROLINA

Baynard, Robert (Durham)
Blackburn, Richard S. (Chapel Hill)
Canon, Alfred O. (Asheville)
Cowher, Salene (Charlotte)
Drayer, John R. (Boiling Springs)
Friday, William C. (Chapel Hill)
Harshbarger, Bruce (Greensboro)
Hawkins, Gerald G. (Raleigh)
Keith, Jr., James F. (Greensboro)
Lowery, Cliff B. (Greensboro)
Lynch, Charles F. (Charlotte)
McIntire, David (Boone)
O'Neil, Edward H. (Chapel Hill)
Ott, John G. (Durham)
Parks, Barton (Greensboro)
Payne, Bruce L. (Durham)
Petty, M. L. (Asheville)
Pilch, Judith (Cullowhee)
Sadler, Emory (Greensboro)
Schexnider, Alvin J. (Greensboro)
Shively, Robert W. (Winston-Salem)
Terry, William H. (Davidson)
Watson, Eugene R. (Chapel Hill)
Whitaker, Gordon P. (Chapel Hill)
Winner, Linda (Asheville)
Wolf, Cynthia A. (Chapel Hill)

NORTH DAKOTA

Lustgraaf, Maryanne (Grand Forks)

OHIO

Ballinger, David C. (Cincinnati)
Georges, Robert E. (Columbus)
Green, Stephen G. (Cincinnati)
Hodges, James A. (Wooster)
Ingley, Albert J. (Shaker Heights)
Jensen, Gwendolyn E. (Marietta)
Lucas, Nancy J. (Athens)
Magolda, Peter M. (Oxford)
Nault, Richard (Oxford)
Rohrer, John (Columbus)
Schwartz, Stephen (Marietta)
Smith, Keith L. (Columbus)

RESOURCE PERSONS IN LEADERSHIP EDUCATION
STATE INDEX

OKLAHOMA

Pennington, William D. (Tulsa)

OREGON

Sanderson, Donald R. (Corvallis)
Schmuck, Richard A. (Eugene)

PENNSYLVANIA

Bollinger, Kip (Carlisle)
Mozenter, Andy (University Park)
Peterson, Arthur L. (Annville)
Rosenbach, William E. (Gettysburg)
Thompson, Warren K. (Annville)
Zoffer, H. J. (Pittsburgh)

RHODE ISLAND

Hill, William (Smithfield)

SOUTH CAROLINA

Ritter, Debora A. (Columbia)
Stevenson, Jack L. (Clemson)
Thoroughman, Thomas V. (Spartanburg)

TENNESEE

Deck, L. Linton (Nashville)
Fulton III, Robert C. (Chattanooga)
Hargrove, Ervin C. (Nashville)
Renneisen, Charles M. (Chattanooga)

TEXAS

Altschuler, Stanley J. (Dallas)
Conyers, Julie (El Paso)
Crupi, James A. (Dallas)
Dugat, Susan C. (Waco)
Gardner, Kent L. (Arlington)
Hendricks, Howard G. (Dallas)
Holmes, Lorene (Hawkins)
Patterson, Jan W. (College Station)
Prather, William L. (Amarillo)
Roberts, Dennis C. (Dallas)
Tucker, Keith (San Antonio)
Wileman, Andrew J. (Dallas)
Williams, J. Clifton (Waco)

VERMONT

Rice, Kathleen (Burlington)

VIRGINIA

Bausum, Henry S. (Lexington)
Bowen, Zeddie (Richmond)
Bowers, Robert (Fairmont)
Bunting, III, Josiah (Hampden-Sydney)
Decker, Larry (Charlottesville)
Harwood, Patricia C. (Richmond)
Hillery, Adrienne D. (Fairfax)
Lindholm, Jeanne (Williamsburg)
Preston, Joanne (Richmond)
Thompson, Kenneth (Charlottesville)
Whicker, Marcia L. (Richmond)

WASHINGTON

Boyd, Stephen (Seattle)
Grace, William J. (Seattle)
Umstot, Denis (Puget Sound)

WEST VIRGINIA

Toth, Powell E. (Institute)

WISCONSIN

Christ, Jack (Ripon)
Kauffman, Joseph F. (Madison)
O'Brien, Kathleen A. (Milwaukee)
Rieck, Bob (Madison)

CANADA

Mains, G. W. (Kingston, Ontario)
Malcolm, Atholl (Victoria, BC)
Mendes, Harold C. (St. Jean, Quebec)

RESOURCE ORGANIZATIONS IN LEADERSHIP EDUCATION AND STUDY

There are many organizations throughout the United States and elsewhere that profess an interest or involvement in leadership. In fact, though, most of these are not actively involved in either leadership research or the sharing of leadership information and resources. The organizations included in the following list do, in contrast, seem to have an active involvement in leadership studies or leadership education, with an expressed interest in sharing knowledge with leadership scholars and the community of leadership educators.

There are likely many organizations actively involved in leadership research or information gathering than we have overlooked. If you are aware of an organization that focuses on leadership studies and/or resource sharing, please let us know so that we may include it in the next edition of this Source Book.

RESOURCE ORGANIZATIONS IN LEADERSHIP EDUCATION AND STUDY

AMERICAN HUMANICS
4601 Madison Avenue
Kansas City, MO 64112
Phone: (816) 561-6415

Has 1500 members (individuals, corporations, foundations) supporting work in preparing young people for professional leadership in youth agencies. Funds co-curricular program on 14 campuses.
Publications: Humanics News (quarterly); brochures.

ASSOCIATION OF COLLEGE PERSONNEL ADMINISTRATORS (ACPA)
Commission IV: Leadership Task Force
c/o: Nancy J. Lucas
Office of Student Activities
204 Baker Center
Athens, OH 45701
Phone: (614) 594-6811

The Leadership Task Force of Commission IV maintains as one of its goals the collection and distribution of information related to leadership development.
Publications: National Leadership Programs Resource Guide.

CATALYST
250 Park Avenue South
New York, NY 10003
Phone: (212) 777-8900

A research and advisory organization, Catalyst helps corporations foster the career and leadership development of women. It works on issues resulting from women's massive entry into the work force, issues such as child care, relocation, and parental leave. The Catalyst Information Center is a major national clearinghouse for information on the career and leadership development of women. The Center's collection features books, periodicals, studies, and vertical files on various topics ranging from mentoring to flexible benefits.

CENTER FOR CREATIVE LEADERSHIP
5000 Laurinda Drive
P.O. Box P-1
Greensboro, NC 27402
Phone: (919) 288-7210

The Center for Creative Leadership is a nonprofit educational institution founded in 1970 in Greensboro, North Carolina. Its mission is to encourage and develop creative leadership and effective management for the good of society overall. With a staff of 140, it accomplishes this mission through research, training, and publication -- with emphasis on the widespread, innovative application of the behavioral sciences to the challenges facing the leaders of today and tomorrow. Through research it develops models of managerial practice; through training programs it applies these models as guides for assessment and development. Publications: quarterly newsletter, technical reports, special reports, proceedings, source books, and directories of programs and products.

CENTER FOR EFFECTIVE ORGANIZATIONS
UNIVERSITY OF SOUTHERN CALIFORNIA
Los Angeles, CA 90007
Phone: (213) 743-8765

Conducts research, training programs, and workshops on issues of organizational effectiveness involving design and management of human systems. Concerned with leadership, labor/management relations, organization development and design, career development, and job design. The Center brings together faculty members and executives for joint exploration of important issues facing organizations today and in the future.

CENTER FOR ENTREPRENEURIAL DEVELOPMENT
4516 Henry Street
Pittsburgh, PA 15213
Phone: (412) 621-3940

Does research on entrepreneurial activities, including small business and industrial projects as a vehicle for research and experimentation in teaching and advancement of technology and management sources. Studies include innovation and entrepreneurship and transfer of university-based technology in these fields. Research results published in project reports. Maintains a library for staff reference only.

CENTER FOR LEADERSHIP DEVELOPMENT
American Council on Education
One DuPont Circle
Washington, DC 20036
Phone: (202) 833-4780

Organized to provide professional development seminars on administrative decision making and academic leadership for top-level officials in higher education. Programs are conducted for presidents, vice presidents, academic deans, and other senior administrators. Sessions offer a balanced program of prominent speakers, seminars, case study analyses simulations, and small group discussions covering concerns, problems, issues, and opportunities in academic administration. Publishes program announcements. Sponsored by the American Council on Education which cooperates with other higher education national associations in developing and conducting programs for their clientele, both prospective and practicing administrators.

CONFERENCE BOARD
845 Third Avenue
New York, NY 10022
Phone: (212) 759-0900

Independent nonprofit research organization with its own board of control, formerly known as National Industrial Conference Board. Supported by more than 4000 subscribing members including business and industrial concerns, universities, libraries, trade associations, labor unions, government agencies, and nonprofit organizations. Areas of interest include economics, management and organization, and international and public affairs, including studies on business trends and economic factors, international trade, human relations in industry, sales and marketing, corporate finance, organization planning and other areas of executive decision. Collects and analyzes strategic business data, interprets experience, and supplies factual information through its publications, conferences, and information service. Maintains a Canadian affiliate, Conference Board in Canada, located in Ottawa.

THE EDUCATIONAL LEADERSHIP PROJECT
109 East 89th Street
New York, NY 10128
Phone: (212) 534-2904

Created in 1984 as a special program of the Christian A. Johnson Endeavor Foundation, the Educational Leadership Project conducts its own programs, sponsors research, and offers consultation to institutions and organizations. It aims to provide continuing opportunities to educational leaders to renew their vision and to reflect upon their institution's mission and value to society. The project is directed by Nicholas H. Farnham.

HARVARD BUSINESS SCHOOL
DIVISION OF RESEARCH
Soldiers Field
Boston, MA 02163
Phone: (617) 495-6852

Performs research in business administration and related disciplines, including studies on business and public policy, energy, computer-based systems, management control, systems for planning, accounting, accountability, finance, general management, particularly in agribusiness, business history, business policy, international business, applied psychoanalysis in human resource management, organizational behavior, personnel and labor relations, managerial economics, marketing, and management of production and operations, including logistics and transportation, management of technology, and manufacturing and service operations. Research results published in professional journals, books, and monographs.

INDEPENDENT SECTOR
1828 L Street, N.W.
Washington, DC 20036
Phone: (202) 223-8100

Corporations, foundations, and national voluntary organizations; associates are professionals of local, state, and regional organizations as well as individuals who are active volunteer leaders. Purposes are to: "preserve and enhance our national tradition of giving, volunteering and not-for-profit initiative;" educate the public about the role of the independent nonprofit sector; conduct research on the independent nonprofit sector and its usefulness to society.

INSTITUTE FOR EDUCATIONAL LEADERSHIP
1001 Connecticut Ave, N. W., Suite 310
Washington, DC 20036
Phone: (202) 822-8405

Coordinates programs at national, state, and local levels that are designed to support and enhance the capabilities of educators and policymakers. Sponsors the Washington policy seminars designed to assist education leaders by providing training in federal policy processes. Publications: Triennial newsletter and numerous policy reports.

INSTITUTE FOR CASE DEVELOPMENT AND RESEARCH
SIMMONS COLLEGE
Graduate School of Management
409 Commonwealth Avenue
Phone: (617) 738-3160
Boston, MA 02215

Prepares case studies on issues and problems confronting women in management in a variety of fields and on day care. Research results published in individual case studies and a casebook. Publication: Bibliography of Cases on Women in Management (revised annually). Offers a summer institute on women in organizations annually in June-July designed to teach instructors how to write and to use case method of teaching.

RESOURCE ORGANIZATIONS IN LEADERSHIP EDUCATION AND STUDY

INSTITUTE FOR LEADERSHIP STUDIES
Fairleigh Dickinson University
131 Temple Avenue
Hackensack, NJ 07601
Phone: (201) 692-2641

Studies various leadership issues and urgent social problems, including the nature of work, personality and power, institutional politics. Tests new interpretations and dimensions of leadership.
Publications: Research results published in professional journals and books.

INTERNATIONAL LEADERSHIP CENTER
1600 Two Turtle Creek Village
Dallas, TX 75219
Phone: (214) 526-2953

Working to build a network of leaders. Sponsors the International Business Fellows Program for U. S. Business Leaders, and the Leadership America Program, a summer-long program for college-age students which seeks to develop their leadership skills through leadership development programs, outdoor leadership training, seminars, and internships.

SOCIETY FOR NONPROFIT ORGANIZATIONS
6314 Odana Road, Suite 1
Madison, WI 53719
Phone: (608) 274-9777

Members are leaders, board members, volunteers, and others who serve nonprofit organizations. Purpose is to provide a forum for the exchange of information, knowledge, and ideas on strengthening and increasing productivity within nonprofit organizations and among their leaders. Provides education and training programs; maintains resource center on the operation of nonprofit organizations; offers professional support services. Sponsors Nonprofit Leadership Institute. Publishes the Nonprofit World Report (bimonthly) and a semiannual Membership Directory.

WILDERNESS EDUCATION ASSOCIATION
Rt. 1, Box 3400
Driggs, ID 83422
Phone: (208) 354-8384

Trains and certifies outdoor leaders, working in affiliation with 20 colleges and universities. Its National Standard Program for Outdoor Leadership Certification provides national standards for outdoor leadership training.

WOMEN IN GOVERNMENT RELATIONS LEADER FUND
1000 Wilson Blvd.
Arlington, VA 22209
Phone: (703) 276-5037

To provide women with career opportunities in the field of business and government relations through leadership, education, advancement, development, endowment, and research (LEADER). Sponsors proposals and projects to enhance corporate management skills and increase knowledge. Provides resources, techniques, methods, information, and training opportunities not otherwise available to women. Plans to establish a central resource on literature and career development programs related to business/government relations; also plans to sponsor internship programs, career seminars, and workshops. Affiliated with: Women in Government Relations.

INDEX TO COURSES AND COLLECTIBLES

Academic credit course
  Bass, Bernard p. 23
  Boatman, Sara A. p. 33
  Bogue, Grady p. 37
  Brown, Patrick p. 45
  Brown, Richard p. 47
  Callahan, Mary Beth p. 51
  Carlsen-Jones, Christine p. 53
  Carlsen-Jones, Christine p. 57
  Chambers, Glen A. p. 59
  Christ, Jack M. p. 63
  Clover, Bill p. 65
  Coleman-Boatwright, Patricia p. 71
  Cronin, Thomas E. p. 77
  Cross, William M. p. 81
  Curran, Donald J. p. 85
  Decker, Larry E. p. 89
  Feinberg, Richard p. 95
  Fillinger, Robert E. p. 103
  Hammerschmidt, Peter K. p. 113
  Handy, Raymond T. p. 115
  Harvey, Thomas R. p. 119
  Hawkins, Gerald G. p. 123
  Heifetz, Ronald p. 125
  Heifetz, Ronald p. 129
  Heifetz, Ronald p. 131
  Hill, William p. 135
  Hodges, James A. p. 137
  Hodson, Paul R. p. 145
  Holmes, Lorene B. p. 149
  Isaksen, Scott G. p. 155
  Jerus, Robert p. 157
  Karris, Lambros O. p. 159
  Kraemer, Charles P. p. 165
  Lindsey, Randall B. p. 169
  Lott, Marilyn p. 171
  Mabey, Cheryl p. 175
  Magolda, Peter p. 187
  Marin, Laddie, Jr. p. 189
  Martens, Larry p. 191
  McIntire, David p. 195
  Neuschel, Robert p. 209
  Norton, Steven D. p. 211
  Payne, Bruce L. p. 221
  Payne, Bruce L. p. 225
  Payne, Bruce L. p. 227
  Petty, M. L. p. 229
  Prendergast, Patricia J. p. 235
  Preston, Joanne C. p. 237
  Prince, Howard T., II p. 247
  Renneisen, Charles M. p. 253
  Ritter, Debora A. p. 259
  Roberts, Dennis C. p. 261
  Roberts, Dennis C. p. 261
  Roberts, James S. p. 265
  Sanderson, Donald R. p. 273
  Shapiro, George p. 281
  Shively, Robert W. p. 287
  Smith, Keith L. p. 291
  Smith, Kenneth G. p. 295
  Thompson, Warren K. p. 303
  Watson, Eugene R. p. 311
  Wharton, Keith p. 315
  Williams, J. Clifton p. 321
  Williams, J. Clifton p. 321
  Wolf, Cynthia A. p. 325

Administration
  Levenson, Russell, Jr. p. 421

Agriculture
  Blezek, Allen G. p. 31
  Kornacki, John J. p. 163
  Michael, John A. p. 427
  Mighton, Pat p. 203
  Smith, Keith L. p. 291
  Wharton, Keith p. 315

Air Force
  Gregory, Robert A. p. 415

Air Force ROTC
  Roberts, James S. p. 265

Alabama
  Brown, Richard p. 47
  Handy, Raymond T. p. 115
  Levenson, Russell, Jr. p. 167
  Levenson, Russell, Jr. p. 421
  Roberts, James S. p. 265

Alverno College
  Salem, Greta p. 269

Appalachian State University
  McIntire, David p. 195

Arizona
  Giuliano, Neil G. p. 109
  Lott, Marilyn p. 171

Arizona State University
  Giuliano, Neil G. p. 109

Arizona Western College
  Lott, Marilyn p. 171

INDEX TO COURSES AND COLLECTIBLES

Assessment Center
  Beardsley, Stephanie p. 25

Assumptions of leadership programs
  Ritter, Debora A. p. 429

Auburn University
  Brown, Richard p. 47

Augsburg College
  Karvonen, Joanne p. 161

Baylor University
  Williams, J. Clifton p. 321

Behavioral science
  Prince, Howard T., II p. 243

Birmingham-Southern College
  Levenson, Russell, Jr. p. 167
  Levenson, Russell, Jr. p. 421

Black Executive Exchange Program
  Holmes, Lorene B. p. 149

Bolger Management Academy
  Morton, David L. p. 207

Bryant College
  Hill, William p. 135

Business
  Fenn, Robert S p. 99
  Jerus, Robert p. 157
  Norton, Steven D. p. 211
  Salem, Greta p. 269
  Shively, Robert W. p. 287
  Smith, Kenneth G. p. 295
  Williams, J. Clifton p. 321

California
  Beardsley, Stephanie p. 25
  Bergher, Karen p. 27
  Callahan, Mary Beth p. 51
  Harvey, Thomas R. p. 119
  Lindsey, Randall B. p. 169
  Mabey, Cheryl p. 175
  Mabey, Cheryl p. 425
  Martens, Larry p. 191
  Whitney, Connie p. 317

California State University-L.A.
  Lindsey, Randall B. p. 169

Canada
  Mighton, Pat p. 203

Canisius College (New York)
  Miller, Thomas E. p. 205

Catonsville Community College
  Chambers, Glen A. p. 59

Center for Creative Leadership
  Bailey-White, Betty Ann p. 21

Center for Studies in Creativity
  Isaksen, Scott G. p. 155

Church Leadership
  Fillinger, Robert E. p. 103

Citizenship
  Boyd, Stephen p. 41
  Salem, Greta p. 269

College of Notre Dame (Maryland)
  Medinger, Fred p. 201

College of Wooster
  Hodges, James A. p. 137

Colorado
  Clover, Bill p. 65
  Cronin, Thomas E. p. 77
  Gregory, Robert A. p. 415
  Marin, Laddie, Jr. p. 189

Colorado College
  Cronin, Thomas E. p. 77

Communication
  Shapiro, George p. 281

Community college
  Bergher, Karen p. 27
  Chambers, Glen A. p. 59

Community leadership
  Blezek, Allen G. p. 31
  Boyd, Stephen p. 41
  Handy, Raymond T. p. 115
  O'Connell, Tom p. 213

Computer simulation
  Bailey-White, Betty Ann p. 21
  Meadows, Dennis p. 199

INDEX TO COURSES AND COLLECTIBLES

Connecticut
  Fenn, Robert S. p. 99

Conservation
  Drury, Jack K. p. 91
  Easton, Edward p. 93

Creative problem solving
  Isaksen, Scott G. p. 419

Creativity studies
  Isaksen, Scott G. p. 155

Creighton University
  Brown, Martha L. p. 429

Culver Educational Foundation
  Thompson, John M. p. 301

Cypress College
  Bergher, Karen p. 27

Dartmouth College
  Meadows, Dennis p. 199

Degree program
  Medinger, Fred p. 201

Department of leadership
  Thompson, John M. p. 301

Dilemmas of leadership
  Bogue, Grady p. 37

Doctoral program
  Harvey, Thomas R. p. 119

Dugat, Susan
  See Williams, J. Clifton p. 321

Duke University
  Payne, Bruce L. p. 221
  Payne, Bruce L. p. 225
  Payne, Bruce L. p. 227

Eckerd College
  Hammerschmidt, Peter K. p. 113

Education
  Callahan, Mary Beth p. 51
  Handy, Raymond T. p. 115
  Levenson, Russell, Jr. p. 421
  Lindsey, Randall B. p. 169
  Magolda, Peter p. 187
  Warwick, Ron p. 307
  Watson, Eugene R. p. 311

Educational administration
  Brown, Richard p. 47
  Decker, Larry E. p. 89
  Lindsey, Randall B. p. 169

Educational management
  Harvey, Thomas R. p. 119

EMERGE
  Shandley, Thomas C. p. 277

Ethical leadership
  Shapiro, George p. 431

Ethics in leadership
  Shapiro, George p. 431

Evaluation
  Mabey, Cheryl p. 425
  Michael, John A. p. 427
  Preston, Joanne C. p. 237

Executives
  Thompson, Warren K. p. 303

Extension leadership
  Michael, John A. p. 427

Florida
  Hammerschmidt, Peter K. p. 113

Forsythe, George B.
  See Prince, Howard T., II p. 247

Fort Hays State University
  Barbour, Jack p. 413

General education
  Salem, Greta p. 269

Georgia
  Kraemer, Charles P. p. 165

Gordon-Conwell Theological Seminary
  Fillinger, Robert E. p. 103

Government
  Michael, John A. p. 427

INDEX TO COURSES AND COLLECTIBLES

Graduate course
  Brown, Richard p. 47
  Heifetz, Ronald p. 125
  Heifetz, Ronald p. 129
  Heifetz, Ronald p. 131
  Karris, Lambros O. p. 159
  Karvonen, Joanne p. 161
  Medinger, Fred p. 201
  Shively, Robert W. p. 287
  Steckler, Melvin p. 297
  Warwick, Ron p. 307

Harvard University
  Heifetz, Ronald p. 125
  Heifetz, Ronald p. 129
  Heifetz, Ronald p. 131

High school
  Boyd, Stephen p. 41
  Levenson, Russell, Jr. p. 167
  Pilch, Judith T. p. 231
  Shandley, Thomas C. p. 275
  Thompson, John M. p. 301
  Thompson, Warren K. p. 303

Higher education programs
  Gregory, Robert A. p. 415

Hubert H. Humphrey Institute
  Terry, Robert p. 435

Human relations
  Coleman-Boatwright, Patricia p. 71

Human resources
  Medinger, Fred p. 201

Humanities
  Renneisen, Charles M. p. 253

Husson College (Maine)
  Karris, Lambros O. p. 159

Identification of Leadership
  See Leadership identification

Illinois
  Neuschel, Robert p. 209
  Warwick, Ron p. 307

Incarnate Word College
  Tucker, Keith p. 445

Indiana
  Feinberg, Richard p. 95
  Norton, Steven D. p. 211
  Thompson, John M. p. 301

Indiana University
  Norton, Steven D. p. 211

Institutional leadership culture
  Mabey, Cheryl p. 425

International Leadership Center
  Altschuler, Stanley J. p. 19

Internship
  Altschuler, Stanley J. p. 19
  Barbour, Jack p. 413
  Carlsen-Jones, Christine p. 53
  Christ, Jack M. p. 63
  Cowher, Salene p. 75
  Hodges, James A. p. 137
  Levenson, Russell, Jr. p. 167
  Levenson, Russell, Jr. p. 421
  Pounds, Augustine p. 233
  Wolf, Cynthia A. p. 323

Iowa
  Luzkow, Virginia p. 173
  Pounds, Augustine p. 233

Iowa State University
  Pounds, Augustine p. 233

Jarvis Christian College
  Holmes, Lorene B. p. 149

John F. Kennedy School of Government
  Heifetz, Ronald p. 125
  Heifetz, Ronald p. 129
  Heifetz, Ronald p. 131

Junior High School
  Pilch, Judith T. p. 231

Kansas
  Barbour, Jack p. 413

Kellogg Foundation
  McDonough, Patrick D. p. 193

LaGrange College
  Kraemer, Charles P. p. 165

INDEX TO COURSES AND COLLECTIBLES

Leadership America
  Altschuler, Stanley J. p. 19

Leadership definitions
  Terry, Robert p. 435

Leadership degree program
  Karvonen, Joanne p. 161

Leadership Development Series
  Butler, Ronald C. p. 49

Leadership education survey
  Gregory, Robert A. p. 415

Leadership identification
  Beardsley, Stephanie p. 25
  Hall, Marsha Paur p. 111

Leadership program
  Blezek, Allen G. p. 31
  Boyd, Stephen p. 41
  Bretheim, Ruth p. 43
  Brown, Patrick p. 45
  Carlsen-Jones, Christine p. 53
  Chambers, Glen A. p. 59
  Christ, Jack M. p. 63
  Clover, Bill p. 65
  Coleman-Boatwright, Patricia p. 71
  Conyers, Julie p. 73
  Curran, Donald J. p. 85
  Fenn, Robert S. p. 99
  Hall, Marsha Paur p. 111
  Harvey, Thomas R. p. 119
  Hodson, P. R. p. 143
  Karvonen, Joanne p. 161
  Kraemer, Charles P. p. 165
  Mabey, Cheryl p. 175
  McDonough, Patrick D. p. 193
  Paris, Grace Lamacchia p. 215
  Payne, Bruce L. p. 221
  Prince, Howard T., II p. 243
  Rieck, Robert E. p. 255
  Salem, Greta p. 269
  Thompson, John M. p. 301
  Thompson, Warren K. p. 303
  Warwick, Ron p. 307
  Wolf, Cynthia A. p. 323

Leadership Quest
  Williams, J. Clifton p. 321

Leadership studies minor
  Mabey, Cheryl p. 175

Leadership theories
  Terry, Robert p. 435

Lebanon Valley College
  Thompson, Warren K. p. 303

Legislators' School, Youth Leadership
  Pilch, Judith T. p. 231

Life skills
  Boatman, Sara A. p. 33
  Cowher, Salene p. 75

Linsky, Marty
  See Heifetz, Ronald p. 131

Louisiana
  Bogue, Grady p. 37

Louisiana State University-Shreveport
  Bogue, Grady p. 37

Maine
  Karris, Lambros O. p. 159

Management
  Bass, Bernard p. 23
  Hall, Marsha Paur p. 111
  Heifetz, Ronald p. 125
  Heifetz, Ronald p. 129
  Holmes, Lorene B. p. 149
  Karris, Lambros O. p. 159
  Marin, Laddie, Jr. p. 189
  Morton, David L. p. 207
  Neuschel, Robert p. 209
  Salem, Greta p. 269
  Shively, Robert W. p. 287
  Smith, Kenneth G. p. 295
  Steckler, Melvin p. 297
  Thompson, Warren K. p. 303

Marycrest College (Iowa)
  Luzkow, Virginia p. 173

Maryland
  Chambers, Glen A. p. 59
  Curran, Donald J. p. 85
  Medinger, Fred p. 201
  Morton, David L. p. 207
  Smith, Kenneth G. p. 295

INDEX TO COURSES AND COLLECTIBLES

Massachusetts
  Fillinger, Robert E. p. 103
  Heifetz, Ronald p. 125
  Heifetz, Ronald p. 129
  Heifetz, Ronald p. 131
  Prendergast, Patricia J. p. 235

MBA
  Smith, Kenneth G. p. 295
  Steckler, Melvin p. 297

Mennonite Brethren Biblical Seminary
  Martens, Larry p. 191

Mentors
  Shandley, Thomas C. p. 277
  Tucker, Keith p. 445

Metropolitan State University
  O'Connell, Tom p. 213

Miami University (Ohio)
  Magolda, Peter p. 187

Michigan
  Carlsen-Jones, Christine p. 53
  Carlsen-Jones, Christine p. 57
  Holm, Carl p. 147
  McDonough, Patrick D. p. 193

Military program
  Clover, Bill p. 65
  Curran, Donald J. p. 85
  Hodson, P. R. p. 143
  Prince, Howard T., II p. 243
  Roberts, James S. p. 265
  Thompson, John M. p. 301

Millhone, Kirk J.
  See Shandley, Thomas C. p. 277

Minnesota
  Bretheim, Ruth p. 43
  Jerus, Robert p. 157
  Karvonen, Joanne p. 161
  O'Connell, Tom p. 213
  Shandley, Thomas C. p. 275
  Shandley, Thomas C. p. 277
  Shapiro, George p. 281
  Shapiro, George p. 431
  Terry, Robert p. 435
  Wharton, Keith p. 315

Moral leadership
  Shapiro, George p. 431

Mount St. Mary's College
  Mabey, Cheryl p. 175
  Mabey, Cheryl p. 425

Multidisciplinary perspective
  Hill, William p. 135
  Hodges, James A. p. 137

Multidisciplinary program
  Mabey, Cheryl p. 175

National Cent for Food & Agri Policy
  Kornacki, John J. p. 163

National College of Education
  Warwick, Ron p. 307

National Fellowship Program
  McDonough, Patrick D. p. 193

National Impact Study
  Michael, John A. p. 427

National Wildlife Federation
  Easton, Edward p. 93

Nault, Richard
  See Magolda, Peter p. 187

Naval ROTC
  Hodson, Paul R. p. 143
  Hodson, Paul R. p. 145

Nebraska
  Blezek, Allen G. p. 31
  Boatman, Sara A. p. 33
  Brown, Martha L. p. 429

New Hampshire
  Meadows, Dennis p. 199

New Jersey
  Coleman-Boatwright, Patricia p. 71

New York
  Bass, Bernard p. 23
  Cross, William M. p. 81
  Drury, Jack K. p. 91
  Hall, Marsha Paur p. 111
  Isaksen, Scott G. p. 155
  Isaksen, Scott G. p. 419

Miller, Thomas E. p. 205
Paris, Grace Lamacchia p. 215
Prince, Howard T., II p. 243
Prusinowski, William p. 251
Shapiro, Nancy p. 285

North Adams State College (MA)
  Prendergast, Patricia J. p. 235

North Carolina
  Bailey-White, Betty Ann p. 21
  Butler, Ronald C. p. 49
  Cowher, Salene p. 75
  Ford, Michael p. 107
  Harshbarger, Bruce p. 117
  Hawkins, Gerald G. p. 123
  Huie, John C. p. 153
  McIntire, David p. 195
  Payne, Bruce L. p. 221
  Payne, Bruce L. p. 225
  Payne, Bruce L. p. 227
  Petty, M. L. p. 229
  Pilch, Judith T. p. 231
  Shively, Robert W. p. 287
  Steckler, Melvin p. 297
  Watson, Eugene R. p. 311
  Wolf, Cynthia A. p. 323
  Wolf, Cynthia A. p. 325

North Carolina Fellows Program
  Wolf, Cynthia A. p. 323

North Carolina State University
  Butler, Ronald C. p. 49
  Hawkins, Gerald G. p. 123

Northern Michigan University
  Holm, Carl p. 147

Northwestern College (Minnesota)
  Jerus, Robert p. 157

Northwestern University (Illinois)
  Neuschel, Robert p. 209

O'Brien, Kathleen
  See Salem, Greta p. 269

Ohio
  Hodges, James A. p. 137
  Magolda, Peter p. 187
  Smith, Keith L. p. 291

Ohio State University
  Smith, Keith L. p. 291

Onondaga Community College
  Cross, William M. p. 81

Ontario
  Mighton, Pat p. 203

Ontario Adv Agricultural Ldshp Prg
  Mighton, Pat p. 203

Oregon
  Sanderson, Donald R. p. 273

Oregon State University
  Sanderson, Donald R. p. 273

Organizational behavior
  Norton, Steven D. p. 211
  Roberts, Dennis C. p. 261
  Whitney, Connie p. 317

Ott, John G.
  See Payne, Bruce L. p. 225
  See Payne, Bruce L. p. 227

Outward Bound
  Huie, John C. p. 153

Pace University
  Paris, Grace Lamacchia p. 215

Pastoral leadership
  Martens, Larry p. 191

Pennsylvania
  Thompson, Warren K. p. 303

Policy sciences
  Payne, Bruce L. p. 221

Political leadership
  Heifetz, Ronald p. 131

Political science
  Bogue, Grady p. 37
  Cronin, Thomas E. p. 77

Presidential leadership awards
  Thompson, Warren K. p. 303

Professional Leadership Program
  Hall, Marsha Paur p. 111

INDEX TO COURSES AND COLLECTIBLES

Program checklist
  Mabey, Cheryl p. 425

Program design considerations
  Ritter, Debora A. p. 429
  Gregory, Robert A. p. 415

Psychology
  Cross, William M. p. 81
  Petty, M. L. p. 229

Public affairs
  Payne, Bruce L. p. 221

Purdue University
  Feinberg, Richard p. 95

Queens College
  Cowher, Salene p. 75

Recreation
  Drury, Jack K. p. 91

Reflective Leadership Program
  Terry, Robert p. 435

Religion
  Fillinger, Robert E. p. 103
  Martens, Larry p. 191

Rensselaer Polytechnic Institute
  Hall, Marsha Paur p. 111

Research & development
  Bailey-White, Betty Ann p. 21

Resources for the Future
  Kornacki, John J. p. 163

Retail Leadership
  Feinberg, Richard p. 95

Rhode Island
  Hill, William p. 135

Rice, Kathleen
  See Brown, Patrick p. 45

Ripon College
  Christ, Jack M. p. 63

Rochester Institute of Technology
  Shapiro, Nancy p. 285

ROTC
  Hodson, Paul R. p. 143
  Hodson, Paul R. p. 145
  Roberts, James S. p. 265

Rural leadership
  Rieck, Robert E. p. 255

Scholarship
  Thompson, Warren K. p. 303

Selection of participants
  Gregory, Robert A. p. 415

Self development
  Shapiro, Nancy p. 285

Simulation
  Bailey-White, Betty Ann p. 21
  Meadows, Dennis p. 199
  Whitney, Connie p. 317

Social science
  Lott, Marilyn p. 171
  Salem, Greta p. 269

Sociology
  Carlsen-Jones, Christine p. 57
  Hawkins, Gerald G. p. 123

South Carolina
  Hodson, Paul R. p. 143
  Hodson, Paul R. p. 145
  Ritter, Debora A. p. 259
  Ritter, Debora A. p. 429

Southern Methodist University
  Roberts, Dennis C. p. 261

Speech communication
  Boatman, Sara A. p. 33
  Shapiro, George p. 281

St. Olaf College
  Bretheim, Ruth p. 43

State University College at Buffalo
  Isaksen, Scott G. p. 155
  Isaksen, Scott G. p. 419

Strategem-1
  Meadows, Dennis p. 199

INDEX TO COURSES AND COLLECTIBLES

Strategic Leadership Consulting
  Whitney, Connie p. 317

Student affairs function
  Bergher, Karen p. 27
  Bretheim, Ruth p. 43
  Brown, Patrick p. 45
  Callahan, Mary Beth p. 51
  Chambers, Glen A. p. 59
  Conyers, Julie p. 73
  Ford, Michael p. 107
  Harshbarger, Bruce p. 117
  Holm, Carl p. 147
  Miller, Thomas E. p. 205
  Paterson, Jan p. 217
  Pounds, Augustine p. 233
  Prusinowski, William p. 251
  Sanderson, Donald R. p. 273
  Shandley, Thomas C. p. 275
  Shandley, Thomas C. p. 277

Student Work Assistance Program
  Luzkow, Virginia p. 173

Summer program
  Altschuler, Stanley J. p. 19
  Boyd, Stephen p. 41
  Pilch, Judith T. p. 231

SUNY-Binghamton
  Bass, Bernard p. 23

Survey of leadership programs
  Gregory, Robert A. p. 415

Syracuse University
  Prusinowski, William p. 251

Tennesee
  Renneisen, Charles M. p. 253

Tesinger, Catherine
  See Prendergast, Patricia p. 235

Texas
  Altschuler, Stanley J. p. 19
  Conyers, Julie p. 73
  Holmes, Lorene B. p. 149
  Paterson, Jan p. 217
  Roberts, Dennis C. p. 261
  Tucker, Keith p. 445
  Williams, J. Clifton p. 321

Texas A&M University
  Paterson, Jan p. 217

Theological school
  Martens, Larry p. 191

Theological seminary
  Fillinger, Robert E. p. 103

Training methods
  Gregory, Robert A. p. 415
  Isaksen, Scott G. p. 419

Travelers Education Center
  Fenn, Robert S. p. 99

Trenton State University
  Coleman-Boatwright, Patricia p. 71

Tuskegee University
  Handy, Raymond T. p. 115

U. S. Air Force
  Roberts, James S. p. 265

U. S. Air Force Academy
  Clover, Bill p. 65
  Gregory, Robert A. p. 415

U. S. Department of Agriculture
  Michael, John A. p. 427

U. S. Military Academy
  Prince, Howard T., II p. 243

U. S. Naval Academy
  Curran, Donald J. p. 85

U. S. Postal Service
  Morton, David L. p. 207

University of California-Davis
  Beardsley, Stephanie p. 25

University of California-Santa Barbara
  Callahan, Mary Beth p. 51

University of La Verne
  Harvey, Thomas R. p. 119

University of Maryland
  Smith, Kenneth G. p. 295

INDEX TO COURSES AND COLLECTIBLES

University of Michigan
  Carlsen-Jones, Christine p. 53
  Carlsen-Jones, Christine p. 57

University of Minnesota
  Shandley, Thomas C. p. 275
  Shandley, Thomas C. p. 277
  Shapiro, George p. 281
  Shapiro, George p. 431
  Terry, Robert p. 435
  Wharton, Keith p. 315

University of Nebraska-Lincoln
  Blezek, Allen G. p. 31
  Boatman, Sara A. p. 33

University of N. Carolina
  Watson, Eugene R. p. 311
  Wolf, Cynthia A. p. 323
  Wolf, Cynthia A. p. 325

University of N. Carolina-Asheville
  Petty, M. L. p. 229

University of N. Carolina-Greensboro
  Harshbarger, Bruce p. 117

University of Richmond
  Preston, Joanne C. p. 237

University of South Carolina
  Hodson, Paul R. p. 143
  Hodson, Paul R. p. 145
  Ritter, Debora A. p. 259
  Ritter, Debora A. p. 429

University of Southern Colorado
  Marin, Laddie, Jr. p. 189

University of Tennesee
  Renneisen, Charles M. p. 253

University of Texas-El Paso
  Conyers, Julie p. 73

University of Vermont
  Brown, Patrick p. 45

University of Virginia
  Decker, Larry E. p. 89

University of Wisconsin
  Rieck, Robert E. p. 255

Vardaman, Elizabeth
  See Williams, J. Clifton p. 321

Vermont
  Brown, Patrick p. 45

Virginia
  Decker, Larry E. p. 89
  Preston, Joanne C. p. 237

Vocational education
  Handy, Raymond T. p. 115

Volunteer organizations
  Boatman, Sara A. p. 33

W. K. Kellogg Foundation
  McDonough, Patrick D. p. 193

Wake Forest University
  Ford, Michael p. 107
  Shively, Robert W. p. 287
  Steckler, Melvin p. 297

Washington
  Boyd, Stephen p. 41

Washington Governors' School
  Boyd, Stephen p. 41

Washington Leadership Institute
  Boyd, Stephen p. 41

Washington, DC
  Easton, Edward p. 93
  Kornacki, John J. p 163
  Michael, John A. p. 427

West Point
  Prince, Howard T., II p. 243

Western Carolina University
  Pilch, Judith T. p. 231

White, Donald B.
  See Wharton, Keith p. 315

Wilderness Education Association
  Drury, Jack K. p. 91

Wilderness training
  Huie, John C. p. 153

INDEX TO COURSES AND COLLECTIBLES

Wisconsin
  Christ, Jack M. p. 63
  Rieck, Robert E. p. 255
  Salem, Greta p. 269

Women in leadership
  Brown, Patrick p. 45
  Mabey, Cheryl p. 175
  Salem, Greta p. 269